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ABSTRACT

Panels comprised of representatives of school administrators, classroom teachers, school boards, and teacher education institutions identified educational issues and potential solutions to them. The panels deliberated on the areas of: (1) recruitment into teacher preparation; (2) assessment of teacher preparation programs; (3) recruitment and hiring practices of school districts; (4) assessment of on-the-job performance of educational personnel; and (5) staff development. This document contains discussions of the issues considered, suggested policies or actions, and identification of the groups or agencies responsible for action. Five general kinds of action are described: (1) improving public awareness regarding current efforts toward recruiting and training high quality educational personnel; (2) insuring coordination among educational agencies, institutions, and groups; (3) conducting further review and research; (4) setting state-level expectations; and (5) establishing state funding commitments. (JD)

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STUDY OF THE QUALITY OF THE PREPARATION AND PERFORMANCE OF EDUCATIONAL PERSONNEL

EXTERNAL REACTOR PANEL REPORTS

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Presented to the Illinois State Board of Education

SP 022 209

Illinois
State Board of
Education

100 North First Street
Springfield, Illinois 62777
217/782-4321

Edward Copeland, Chairman
Illinois State Board of Education

Donald G. Gill
State Superintendent of Education

March, 1983

Dear Educators and Concerned Citizens:

On behalf of the Illinois State Board of Education, I call your attention to the attached reports concerning the preparation and performance of Illinois educational personnel. I invite you to review these reports and to inform us of your response to them.

These reports, a part of an on-going study of the quality of the preparation and performance of Illinois educational personnel, emerged from the deliberations of four panels representing segments of the Illinois educational community: school board members, school administrators, classroom teachers, and teacher educators.

I want to acknowledge the contributions all these panelists have made toward our goal of more effectively preparing and utilizing professional educators in our public schools. The reports indicate that they did not shrink from addressing difficult issues and that they diligently sought to develop practical ways of addressing these issues. They deserve the highest commendation both from their colleagues and the public for their work.

After review and discussion of these reports with the State Teacher Certification Board, a preliminary staff report identifying recommendations for improved practice in the areas of preparation, recruitment, selection, performance and staff development of personnel will be presented to the State Board of Education in April, 1983.

As we examine the topics of the preparation and performance of Illinois educational personnel, we welcome your advice and comments.

Sincerely,

Donald G. Gill

Donald G. Gill
State Superintendent of Education

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A Study to Assess the Quality of the Preparation and Performance of Educational Personnel

REACTOR PANEL MEMBERSHIP

PANEL OF PANELS
December 6-7, 1982

Dr. Marty Babel
Mr. Jim Banks
Dr. Donald Beggs
Dr. George Churukian
Dr. Richard Kolze
Ms. Joan Levy
Ms. Lynn Padovan
Mr. Gary Sullivan

School Administrators
October 26-27, 1982

Dr. Robert Cudney
Mt. Prospect

Mr. Johan Hille
Riverside

Dr. Richard Kolze
Palatine

Mr. Michael Mugge
Hillsboro

The Honorable Martha O'Malley
Belleville

Mr. Gary Sullivan
Springfield

Mr. James Oettel
Decatur

Mr. Howard Blackman
LaGrange

Dr. David Cooprider*
Decatur

School Boards
October 29-30, 1982

Mr. John Allen
Marion

Ms. Linda Baer+
Deerfield

Ms. Joan Bliss
River Forest

Mr. John Copley
Eureka

Ms. Joan Levy
Winnetka

Ms. Lynne Padovan
Charleston

Mr. Roy Johnson
Dundee

Mr. Max Weaver+
Fairfield

Teacher Education Institutions
November 4-5, 1982

Dr. Rodney Angotti
DeKalb

Dr. Donald Beggs
Carbondale

Dr. Rudolph Block
River Forest

Dr. Geraldine Brownlee
Chicago

Dr. George Churukian
Bloomington

Dr. Carol Floyd
Springfield

Dr. Richard Stephens
Greenville

Dr. Roxy Smith
Evanston

Classroom Teachers
November 8-9, 1982

Mr. Stanley Adkins
Charleston

Dr. Marty Babel
St. Charles

Mr. Jim Banks
Champaign

Mrs. Ann Borrelli
Monticello

Ms. Sybil Connally
Skokie

Ms. Susan MacKinney
Dundee

Mr. Melvin Wilson
Chicago

Ms. Lorette Woolbright
Granite City

* Alternate for Mrs. O'Malley
\+ Unable to attend on days scheduled

A Study of the Quality of the Preparation and Performance of Educational Personnel

Overview of Reactor Panel Recommendations

Introduction:

In 1981, the State Board of Education undertook a study of the quality of the preparation and performance of educational personnel. This study, initiated in 1981, has included preparing reports (separately available) describing (1) current practices used by teacher education institutions to assess candidates completing programs leading to certification; (2) current practices used by school districts to recruit, employ, and evaluate personnel and in staff development; and (3) policies adopted by other states. Subsequently, as called for by the study plan, four reactor panels representing various aspects of the Illinois educational community were convened to consider problems and concerns that these reports suggested.

During Fall, 1982, these panels -- comprised of representatives of school administrators, classroom teachers, school boards, and teacher education institutions -- met to identify issues and potential solutions to them. Another panel comprised of representatives of each of the four panels met to consider the issues and solutions contained in the reports of each panel. The following summarizes the deliberations of these panels about the following areas:

1. Recruitment into Preparation Programs
2. Assessment in Preparation Programs
3. Recruitment and Hiring Practices of Districts
4. Assessment of on the Job Performance of Educational Personnel
5. Staff Development.

Major Themes of Panel Deliberations:

These major themes emerge from the issues and suggested actions identified by the panels:

1) While the panels recognized that improving the effectiveness of the preparation and performance of educational personnel requires the collaborative efforts of various agencies and groups, the panels viewed the State Board of Education as needing to provide continued leadership and guidance in a number of critical areas.

2) While the panels examined five separate major sets of issues, the outcomes of their examination repeatedly evidence a need for viewing policy in this area from a perspective that considers the total career of the educator -- from early career decision-making through continuous professional development.

3) The policy suggestions developed by the panel call for five general kinds of action:

a. Improving public awareness regarding current efforts:

This general strategy is proposed as a means of addressing problems: (a) in recruiting individuals into preparation programs; (b) in creating non-economic incentives and support for individual, or groups of, personnel performing above expected levels; and (c) in informing the public about existing means of assuring quality in the preparation and performance of educational personnel.

b. Insuring coordination among agencies, institutions, and groups:

Improved coordination is viewed by the panels as necessary to improve: (a) recruitment efforts, both into preparation programs and into school district positions; (b) articulation of various levels of undergraduate preparation, particularly between community colleges and senior institutions; and (c) continued efforts in staff development.

c. Conducting further review and research:

The panels suggest further review and research in principally three areas: (1) the bases on which individuals elect to pursue or not to pursue careers in education; (2) requirements for admission into graduate-level preparation programs; and (3) capacities and skills needed in various educational roles, particularly principals.

d. Setting State level expectations:

Securing improvement in several areas requires, in the panels' view, state-level action through regulatory procedures or articulation of clear policies. Among these areas are: (1) standards for admission to and graduation from preparation programs; (2) description of responsibilities associated with positions in local districts; (3) procedures and purposes of staff evaluation; and (4) staff development programming.

e) Establishing State funding commitments:

To make pursuit of careers in education attractive to well-prepared and talented teachers, the salaries of teachers, in the view of the panels, must be

increased to become competitive with those of other comparable professions. Improving the effectiveness of staff development will also require commitment of additional state resources.

Outcomes of Panel Deliberations:

I. The following summarizes the areas in which the panels achieved consensus:

A. Recruitment into Preparation Programs

The panels concluded that little is being done to attract better students into teacher education, particularly minority students, and that there is a need to establish clear and more rigorous requirements for admission into institutions and particularly for admission to teacher education programs. The panels reached similar conclusions regarding requirements for admission to graduate level programs preparing administrators and school service personnel; they could find little evidence that school districts and universities cooperate in identifying potential candidates with leadership potential and other desirable qualities.

The recommendations of the panel included:

(1) Coordinating efforts among school boards, principals, teachers, and guidance personnel and the media to improve the public image of teachers and teaching in order to attract talented students, including minority students;

(2) Achieving salaries competitive with other professions as well as emphasizing benefits specific to preparing to teach and teaching;

(3) Establishing a loan and scholarship program for prospective teachers in shortage areas, e.g., mathematics and science, and developing tax incentives and loans, with forgiveness features, for well-qualified students preparing for administrative and school service careers;

(4) Establishing clearer and more rigorous requirements for admission to institutions and programs, at both the undergraduate and graduate levels, and then disseminating them widely so prospective students may acquire the necessary academic and experiential background;

(5) Resolving issues regarding the articulation of community college preparation with that required at senior institutions so that students will not be disadvantaged and controls on quality will not be compromised;

(6) Conducting research in two areas to (1) determine why college-level juniors did or did not select teaching as a career; and (2) determinine what admission and preparation requirements are reliable in identifying prospective administrators and school service personnel.

B. Assessment in Preparation Programs

The panels examined both undergraduate and graduate programs. The panels concluded that: (1) it is not clear at what points in preparation and on what standards candidates are assessed; (2) professional education offerings need to be more intellectually challenging and up-to-date; (3) practical experience components need to be improved and policies regarding them more rigorously enforced; and (4) faculty in programs need to acquire knowledge and expertise both about current developments in public schools and about supervising candidates.

The panels' major recommendations included:

(1) Identifying major points in undergraduate and graduate-level programs at which candidates must be evaluated and establish multiple criteria which candidates must meet at each of these points, particularly at the point of exit from the program. The panels specifically recommended that these multiple criteria include character references, recommendations, academic achievement and performance in practical settings, and, at the undergraduate level proficiency in reading, writing, mathematical reasoning, and computation;

(2) Assuring that institutions adhere to commonly accepted good practices in the conduct of clinical experiences;

(3) Lengthening the required time for student teaching to one semester (16 weeks) and establishing policy specifying the length and character of clinical experiences at the graduate level;

(4) Requiring institutions, as a part of the program approval process, to demonstrate that faculty possess requisite knowledge and skill to supervise clinical experiences, have backgrounds related to public schools, and are consistently rewarded by institutions for working in these areas.

C. Recruitment and Hiring Practices of Local Districts

The panels identified several constraints preventing more effective recruiting and hiring of personnel: (a) failure of many local districts to develop accurate descriptions of professional positions; (b) absence of a commonly accepted code of ethics to

govern recruiting and hiring; (c) absence of written policies concerning these areas at the local level; (d) certification requirements and other employment qualifications developed by the state which may not be job-related; and (e) lack of coordination in recruiting and hiring.

The panels proposed these major recommendations:

(1) Requiring districts to conform to state-level expectations in recruiting and hiring practices by requiring districts to (a) develop and follow written policies concerning recruiting and hiring, including provisions for equal opportunity employment; and (b) develop accurate descriptions for each professional position, including the curricular and extra-curricular responsibilities associated with the position;

(2) Reviewing certification requirements and other state level employment qualifications to determine their necessity and job-relatedness, and making permanent certification dependent on one-year satisfactory performance;

(3) Studying the reasons why those already certificated do not seek school positions and providing them with current information about the benefits of school employment and a support system for re-entering the system;

(4) Establishing a systematic means, probably computer-based and state-administered, of identifying available positions, accurately described, and potential applicants;

(5) Encouraging prospective personnel to meet qualifications in two or more areas.

D. Assessment of On-The-Job Performance

The panels identified as issues needing attention: (1) the lack of formal procedures for evaluating the performance of school personnel; (2) the lack of resources and expertise to carry out effective evaluation; and (3) shortness of the present probationary period.

The panels made the following recommendations, among others:

(1) Developing criteria for evaluation based on "job specific" research which discriminates between satisfactory and unsatisfactory performance;

(2) Requiring annual evaluation of all professional personnel based on multiple criteria, including student achievement;

(3) Distinguishing between the process of evaluating for purposes of retaining or dismissing and evaluating to assist in improvement;

(4) Using the outcomes of evaluation as a means of recognizing important contributions;

(5) Developing a system to assist districts in assembling the resources and expertise necessary to carry out effective evaluation programs;

(6) Extend the time of the present probationary period.

E. Staff Development

In the area of staff development, the panels identified the following problems: (1) staff development in Illinois is fragmented, uncoordinated, and inadequately funded; (2) staff development is not carried out in consistent fashion across the state; (3) there is no clear relationship between staff development and certificate renewal; and (4) staff development needs to be designed to serve a variety of professional and district needs.

The following summarize the panels' recommendations:

(1) Developing state guidelines regarding what constitutes adequate staff development and requiring districts to prepare five-year staff development plans to be reviewed and approved by the Illinois State Board of Education;

(2) Urging the federal government to consolidate categorical funds and to relax regulations to permit effective use of federal money for staff development;

(3) Reallocating higher education and regional superintendent fiscal resources to support staff development;

(4) Developing staff development programming to focus on the specific needs of groups of personnel, e.g., those who are beginning, those preparing for expanded or new assignments, those who need to remediate;

(5) Requiring evidence of professional growth as a condition for renewing certificates;

(6) Developing models for delivery of staff development at the regional and state levels assuring sustained collaboration among local districts, regional service units, institutions of higher education and other providers of staff development support.

II. The following summarizes the areas about which the panels did not achieve consensus:

The outcomes of the panel's deliberations included identification of areas in which consensus was not reached. Failure to reach consensus did not occur because of disagreement about whether a specific problem or issue exists and needs addressing but because of different views about a particular proposed solution. Frequently it occurred because the proposal was regarded as too specific or because of differing perceptions about the effectiveness of current or suggested policies or practices. Examples of these areas are provided below:

1. The school board panel recommended that the role of the educational service regions should become non-regulatory and that receipts currently collected by regional superintendents for renewing and registering certificates should be allocated to school districts for use in implementing approved staff development plans. School administrators objected to this proposal because of the radical change proposed in the role of the regional superintendent.

2. The classroom teachers recommended relying on collective bargaining as a strategy for improving the working conditions of teachers and making teaching careers more attractive to prospective teachers. School board and school administrator panelists did not view this strategy as delivering the desired result.

3. Higher education panelists proposed establishing requirements concerning the common core of work at the high school level that applicants would need to present for admission into teacher education programs. School administrators objected to the specificity of the recommendation, and while agreeing that high school graduation requirements merit review, suggested that this issue be addressed in other contexts.

4. The school board panelists recommended that higher education faculty and administrators directly participating in preparation programs be required to spend one-half day for a semester every five years in a public school role related to their teaching or administrative assignments. The higher education panelists objected to the specificity of the proposal while recognizing the necessity of faculty development.

Other areas on which consensus could not be reached concerned differentiated staffing, job sharing or part-time teaching, responsibilities assocated with extracurricular activities, assignment of penalties in cases of individuals breaking contracts, and funding for staff development.

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FINAL REPORT ON THE REACTOR PANEL WORK RELATED TO THE QUALITY OF EDUCATIONAL PERSONNEL STUDIES OF THE PUBLIC SCHOOL SYSTEM IN ILLINOIS

I. Background for the Studies

Since 1975, the State Board of Education has taken several actions designed to improve the preparation of educational personnel: (1) the Board adopted a set of standards and criteria to be used in the review of teacher education, institutions and their programs, (2) the Board supported legislation which became effective July 1, 1981, requiring all applicants for certificates to complete approved programs; (3) the Board has periodically reviewed the supply of professional educators, urged institutions to improve the quality of preparatory programs, and monitored the quality of these programs through a continuing review system; (4) the Board has adopted a policy to work closely with the Illinois Board of Higher Education in the approval of new preparation programs, and (5) the Board adopted requirements for increased field experiences as a part of all professional preparation programs.

The effects of these actions have become noticeable in the character of the preparation offered by institutions and will likely become even more pronounced in the future.

Even though the State Board of Education has taken a number of steps designed to improve the preservice preparation of school educators (teachers, administrators and school service personnel), a number of issues regarding the quality of educational personnel merits the Board's attention. These issues involve: (1) preservice preparation; (2) the personnel practices of employing districts, and (3) additional state involvement in the preparation and certification processes.

In 1980, Governor James R. Thompson expressed to the Joint Education Committee the concern of taxpayers and their elected representatives in Illinois regarding such issues as:

-Public support for education.
-Conflicts over the priorities of education.
-Falling test scores.
-Declining student populations.
-Need to attract and keep talented and highly motivated teachers.
-Increasing financial and social rewards of teaching.
-Provision of innovative curriculum and instructional strategies.

II. In September 1982, the I.S.B.E. completed the following studies:

A. A Study to Assess the Quality of the Preparation and Performance of Educational Personnel

Overview of Policy Implications of the Study Reports

Study Report #1 - District Selection and Assessment of Educational Personnel

Study Report #2 - Institutional Assessment of Prospective Educational Personnel in Undergraduate Programs

Study Report #3 - Institutional Assessment of Prospective Educational Personnel in Graduate Programs

Study Report #4 - Assessment Programs and Policies of Other States

B. A Summary of Reports to the State Board of Education on Continued Professional Development (Inservice Education)

C. Recruitment and Retention of Teachers: A Report to the Joint Education Committee

D. Illinois Teacher Supply and Demand, 1981-82: Summary and Data Tables

III. In September, 1982, Reactor Panels were formed from lists of names submitted by professional organizations to the I.S.B.E.. The stratification of education, kindergarten through graduate school, was considered representative of the diversity in the state of Illinois. The panelists were selected from the ranks of classroom teachers, administrators, school boards, and higher education.

Each group of eight met for two days during which time they defined salient issues from the studies and made recommendations for their solutions. They also designated agencies responsible for implementation.

Two members from each "job alike" panel were then selected by the four groups to represent them on a "Panel of Panels." This "Panel of Panels" determined issues and recommendations for change upon which there were strong agreements. Issues upon which consensus was not possible also surfaced and clear rationales for differing positions taken by the representatives from the four groups may be found in the attached reports.

IV. The following headings were used by all panels to categorize their issues with recommendations:

Recruitment into Teacher Preparation

Assessment in Teacher Preparation Programs

Recruitment into Graduate Schools

Recruitment in Teaching and Other School District Positions

Assessment of In-School and District Hiring Practices and Retention Rates

Assessment of On-The-Job Performance

Continued Professional Development

The last meeting of the Reactor Panels was held on December 6-7, 1982 and the written report was submitted to I.S.B.E. on January 14, 1983. This report included policy recommendations for consideration by the State Superintendent of Education, Dr. Donald G. Gill, and his staff.

A presentation of panel recommendations was made to the I.S.B.E. Certification Board January 21, 1983. This presentation was based upon the four original documents and the following summary.

AREAS OF AGREEMENT

"Panel of Panels"
Springfield Hilton
December 6-7, 1982

UNDERGRADUATE TEACHER PREPARATION

RECRUITMENT INTO TEACHER PREPARATION PROGRAMS

ISSUE I: Current data indicate that little is being done presently to attract the better students into teacher preparation programs with the result that fewer students elect to enter teaching and many of those who do enter show evidence of lower academic ability.

Suggested Policy of Action

Launch a campaign through the principals, teachers and guidance counselors in public schools and in the media on local, state, and national levels to improve the public image of teachers.

Areas of excellence in curriculum and instruction should be recognized and publicized. The positive aspects of teaching and learning in the public schools of Illinois should be identified and recognized.

In the promotion of education as a career, emphasis could be placed on the premise that a teacher education background serves a dual function:

a) a lifetime career in teaching,
b) as a preparation for life/other types of careers in business or social service.

High school students who demonstrate ability in science and mathematics or other curricular areas in short supply should be awarded scholarships to enter teacher education programs in these curricular areas. Loans could be forgiven after teaching three years in Illinois.

Teacher education programs could attract better students by offering more challenging and intellectually stimulating courses.

A policy should be established to achieve salaries which are competitive with other professions with similar amounts of training.

Groups or Agencies Responsible

L.E.A.'s, Colleges/Departments of Education, I.S.B.E.

ISSUE II: There is a shortage of talented minority students who select teaching as a career.

Suggested Policy or Action

Minority students who demonstrate an aptitude for teaching should be encouraged at both the high school and college levels to pursue a career in teacher education.

Groups or Agencies Responsible

L.E.A.'s, I.H.E.'s, I.S.B.E.

ISSUE III: Requirements for admission to colleges and universities with teacher education programs vary extensively.

Suggested Policy or Action

Minimum criteria for college admission should be established in the state of Illinois and made public in order that high school students may select the subjects necessary to meet stated course requirements for college admission.

Groups or Agencies Responsible

I.S.B.E. and Institutions of Higher Education/Colleges of Education

ISSUE IV: Admission requirements into teacher education programs such as grade point averages and faculty recommendations may not be rigorous enough the ensure the enrollment of academically able students. There is evidence that declining enrollments among college students electing to enter the teaching profession along with purported grade inflation may exert a negative influence upon this step in the quality control process.

Suggested Policy or Action

Criteria for admission to teacher education programs should include strong evidence of academic ability, and an acceptable level of proficiency in oral and written communication, with adequate computational skills. Human relationship skills and emotional stability should also be among the criteria considered essential for admission. Entrance requirements for elementary and secondary majors should differ.

Groups or Agencies Responsible

Institutions of Higher Education/Colleges of Education, Community Colleges, I.S.B.E.

ISSUE V: The communication system between high school and college educators is ineffective in many districts in Illinois as it relates to the recruitment of teachers into teacher education programs.

Suggested Policy or Action

A communication system between L.E.A.'s and I.H.E. should be developed which includes clear academic requirements for admission. Representatives from Colleges/Departments of Education should assist with such endeavors as career nights in the public schools. A review of standardized test scores by the high school might also help in the identification of potential teachers.

A survey of a random sample of college juniors should be undertaken to ascertain why the students did or did not select teaching as a career. This would be useful in developing workable plans for the recruitment of prospective teachers.

Groups or Agencies Responsible

L.E.A.'s, I.H.E., I.S.B.E.

ISSUE VI: There is an "open admission policy" for students from community colleges to public universities in the state of Illinois. These transfer students constitute an average 40-60% of those in teacher education programs and these students may or may not be able to meet requirements for admission to the university.

Suggested Policy or Action

Appropriate counseling of community college students who aspire to become teachers should be instituted at the community college prior to transfer. Transfer students should meet the same criteria for entrance into teacher preparation programs as do the regular four year students.

Groups or Agencies Responsible

Boards of Higher Education, Institutions of Higher Education/ Colleges of Education/Departments of Education, Community College Board, I.S.B.E.

UNDERGRADUATE TEACHER PREPARATION

ASSESSMENT IN TEACHER PREPARATION PROGRAM

ISSUE I: The first quality control point for initial assessment deals with college admission and the second with standards for admission into teacher education programs. These entrance requirements vary extensively.

Suggested Policy or Action

Strengthen standards for admission to teacher education by requiring more stringent minimum requirements in the program approval process. Requirements should be based upon multiple criteria.

The number of students being admitted to teacher education programs who are not meeting the standards for such things as basic skills and background course work should not exceed 10% and individual program plans to remediate deficiencies should be developed and implemented for those students prior to full admission.

Articulation between community colleges and senior level institutions of higher education needs to be improved to insure uniform standards and requirements for admission to teacher education programs.

Groups or Agencies Responsible

I.S.B.E., Colleges/Department of Education

ISSUE II: The standards and focus of the assessments of student performance in teacher preparation programs are often neither clear nor useful in developing quality teachers. It is not always explicit at what points, and on what minimum standards of performance, assessment in teacher preparation programs occurs.

Suggested Policy or Action

Precise points should be delineated for quality control such as:

1. Admission to the college or university.

2. Requirements for entrance into the Teacher Education Program at the college or university such as character references and G.P.A. with recommendations from professors in student's major and minor fields of concentration.

3. During the 100-hour required pre-student teaching experience taken in conjunction with professional

ISSUE VII: Some of the professional education courses are taught in the community colleges resulting in problems for transfer students because of a wide variety in academic requirements.

Suggested Policy or Action

Colleges/Departments of Education and Community Colleges should coordinate their efforts to account for the 100 hours clinical experiences taken in conjunction with professional education courses. Course content and requirements should be equally demanding.

Groups or Agencies Responsible

Board of Higher Education, Institutions of Higher Education/ Colleges of Education/Departments of Education, Community College Board, I.S.B.E.

courses should include appropriate diagnostic and prescriptive procedures. This should be developed by Colleges/Departments of Education in cooperation with L.E.A.'s.

4. Prior to, during, and at the end of the student teaching experience supervised by well prepared university professors with reasonable supervisory loads, and qualified cooperating teachers who have time and the expertise to do the job.

5. Before being approved for certification, students should meet minimal requirements in basic skills (reading, writing, math reasoning and computation), prove adequacy in major and minor content areas, and demonstrate successfully that they possess teaching skills (rapport with students, classroom management, etc.) through student teaching evaluations. Colleges/Departments of Education could then document such exit skills as intellectual achievement, social abilities and teaching performance prior to recommendations for certification.

Groups or Agencies Responsible

I.S.B.E., Colleges/Departments of Education, L.E.A.'s, Teachers Unions

ISSUE III: Admission policies for student teaching programs vary extensively and academic rigor may not always be required. Pre-student teaching clinical experiences also differ in quality.

Suggested Policy or Action

Coordination between I.H.E. and teachers at the L.E.A. must be improved so that cooperating teachers are properly oriented as to their role and responsibilities and are not inundated with unsupervised college students. Academic rigor, along with an acceptable level of performance in the field, must be demonstrated prior to admission to student teaching.

Frequent supervisory visits by qualified and experienced college faculty must be required in order to monitor and assist student teachers when necessary.

Groups or Agencies Responsible

I.S.B.E., I.H.E., L.E.A., Teacher Unions

ISSUE IV: Clinical experiences and the amount of time allocated for student teaching vary extensively in Illinois.

Suggested Policy or Action

The I.S.B.E. should increase minimum time requirements for student teaching to a semester or two quarters. Time for quality supervision with assessments of clinical experiences and student teaching in the public schools could then maximize benefits to all concerned.

Groups or Agencies Responsible

I.S.B.E., L.E.A., Colleges/Departments of Education

ISSUE V: Antiquated requirements for certification have not provided the necessary motivation for the development of current course offerings in teacher education programs.

Suggested Policy or Action

The professional course requirements for teachers should be restructured and updated to include timely areas. Such things as career education and computer work may be integrated into appropriate courses.

Groups or Agencies Responsible

I.S.B.E., L.E.A., I.H.E.

ISSUE VI: The matriculation of transfer students from out-of-state community colleges and universities may have an adverse effect upon the quality control process.

Suggested Policy or Action

Transfer students should have prerequisite courses and clinical experiences similar to those taken by anyone else entering an approved teacher education program in the state of Illinois.

Groups or Agencies Responsible

Community Colleges, I.S.B.E., I.H.E.

ISSUE VII: Standards and guidelines for public schools and colleges of education regarding the placement and supervision of prospective teachers during the clinical and student teaching experiences.

Suggested Policy or Action

Student teachers should be placed with a cooperating teacher having at least three years of successful classroom experience in public education.

Schools should be required to meet specific standards for the acceptance of prospective teachers for the clinical and student teaching experiences. Guidelines should be established for the clinical and student teaching experiences. This should be a state-wide endeavor involving the groups identified below.

Groups or Agencies Responsible

Professional organizations for teachers, principals, higher education and the I.S.B.E.

ISSUE VIII: There is scant evidence that those who teach professional courses in Colleges/Departments of Education actually supervise their students in the public schools. This lack often results in many potential teachers not receiving maximum benefits from this experience and may impose an unnecessary hardship upon the L.E.A.'s.

Suggested Policy or Action

Field experiences taken in conjunction with professional course work must provide opportunities for pre-service teachers to benefit from meaningful diagnostic and remediation procedures. The 100 hours of clinical experience should be designated appropriately to courses taken throughout the prospective teacher's program. Care should be taken not to place too many college students in a class or school. These pre-service teachers must be given definite assignments and supervised carefully in order that this requirement will not place an unnecessary burden upon the school system.

The supervision of education majors in the 100 hour clinical experience and during student teaching should be under the auspices of the College or Department of Education. Those who teach special methods courses in the secondary disciplines should have had some public school teaching experience as well as training in criterion-referenced supervision.

The clinical experiences should enable the education major to begin to demonstrate skills documented by research as essential to effective teaching early in the program while affording an opportunity for the individual to make a firm commitment to the career of teaching.

Agreements for student teaching should be three-party agreements involving the student, the university, and the host district.

Criterion-referenced supervision, on the part of college professors, should be frequent and effective as it relates to working with college students, student teachers, cooperating teachers, and others in the schools.

Groups or Agencies Responsible

I.S.B.E., L.E.A.'s/Local School Boards, I.H.E.

GRADUATE PREPARATION

RECRUITMENT INTO GRADUATE SCHOOLS

ISSUE I: The requirements for admission into graduate schools and programs within those schools vary in Illinois and do not provide an adequate assessment of the applicant's potential to become effective school administrators and counselors or supervisors.

Suggested Policy or Action

L.E.A.'s should assist in the identification of leadership potential in their districts and work closely with Colleges/Departments of Education in recommending potential students for graduate programs.

Specified criteria or requirements should include prior certification with successful classroom teaching experience along with recommendations from the local school district as to the candidate's human relations skills and leadership potential.

Longitudinal data or follow-up procedures should be instituted to determine the graduate's success in administrative or counseling positions so that graduate schools can evaluate their admission standards and programs.

Groups or Agencies Responsible

L.E.A.'s, Local School Boards, Colleges/Departments of Education

ISSUE II: The curricula in graduate programs for administrators, supervisors and counselors do not always include provisions for the development of competencies considered essential for these positions in public school systems.

Suggested Policy or Action

Competencies necessary for the effective performance of principals, supervisors, and counselors should be identified from research literature and be included in courses taught in the graduate programs.

Much of this coursework can be taught more effectively in the school setting during an extended internship.

Local school boards should recognize their responsibility to Colleges/Departments of Education by providing accurate and timely reports to the institutions concerning the on-the-job performance of their graduates in these areas. Graduate schools may use this information to assist in evaluation and the improvement of program effectiveness.

Groups or Agencies Responsible

I.S.B.E., Colleges/Departments of Education, L.E.A.'s

ISSUE III: The lack of qualified students entering graduate programs in education is expected to have adverse effects upon the quality of leadership in the public schools of Illinois.

Suggested Policy or Action

Well qualified students could be motivated to enter graduate programs in education by: 1) publishing and disseminating information depicting the merits of approved programs in graduate education in Illinois; 2) making loans available to graduate students in education with forgiveness features based on effective service in the public schools; and 3) by developing state tax incentives.

Groups or Agencies Responsible

I.S.B.E., I.H.E., Legislature

ISSUE IV: There is a need for more selectivity in the acceptance of graduate students into advanced degree programs in education.

Suggested Policy or Action

Entrance requirements for approved graduate programs, such as scores on the G.R.E. and Miller's Analogy Test, should be reviewed by the I.S.B.E. and I.H.E. On the basis of these findings, institutions may need to adjust their entrance requirements to higher levels in order to maintain standards which are clearly graduate level.

L.E.A.'s should assist in the identification of potential graduate students with leadership ability and such other qualities which may be designated as entrance requirements by I.H.E.

Policies for leaves of absence for graduate study with matching funds may also serve as an incentive to attract quality graduate students.

Groups or Agencies Responsible

I.S.B.E., I.H.E., L.E.A.

ISSUE V: Recommendations for certification in administration, supervision and counseling appear to be automatic upon completion of course work.

Suggested Policy or Action

The I.S.B.E. and I.H.E. should carefully study quality control at the following points in graduate programs: 1) admissions; 2) course/field work; 3) at the time of the granting of the degree; and 4) recommendation for certification.

Recommendations for improvement at each step should be made, implemented, and monitored through the program approval process.

Groups or Agencies Responsible

I.S.B.E., I.H.E., L.E.A.

ISSUE VI: The I.S.B.E. program approval process needs to monitor more carefully the academic background and public school experience of the graduate faculty in Colleges/Departments of Education.

Suggested Policy or Action

A review of the mission or goals of the college/university should be conducted as it relates to program offerings in education.

Information should be provided to the I.S.B.E. which substantiates an adherence to the stated policy/mission of I.H.E. regarding graduate programs in education, particularly in faculty recruitment, evaluation, tenure and promotion practices of the college/university.

Provisions should be made, if necessary, for the graduate faculty to update public school background and expertise which relates to the graduate courses taught; i.e., counseling, supervision, administration, and school-related research.

Groups or Agencies Responsible

I.H.E., I.S.B.E.

ISSUE VII: Clinical experiences connected with obtaining graduate degrees vary in length and quality.

Suggested Policy or Action

Policy should be establisned requiring successful completion of clinical experiences of sufficient length and breadth as to insure exposure to the development of competencies in program areas in order to provide for adequate evaluation of the candidates potential for success.

Candidates should be required to show evidence of proficiency in areas of future responsibilities; i.e., teacher evaluation, interviewing techniques, conferencing, ability to interpret research, etc.

Exit criteria must reflect competency in all essential areas for which the candidate is certified.

Groups or Agencies Responsible

I.S.B.E., I.H.E., L.E.A.

PUBLIC SCHOOL DISTRICTS

RECRUITMENT AND RETENTION INTO TEACHING AND OTHER SCHOOL DISTRICT POSITIONS

ISSUE I: Professional standards and ethics in recruitment and hiring practices in local school districts are not always followed due in part to the influences exerted by local pressures.

Suggested Policy or Action

Policies for recruitment and hiring in local districts must be stated in writing and adhered to by those making these decisions.

Groups or Agencies Responsible

L.E.A.'s, I.E.A., I.F.T.

ISSUE II: Recruitment efforts do not always include accurate descriptions of job responsibilities.

Suggested Policy or Action

Each district position for certificated personnel should have an accurate job description. When multiple curricular areas are required and a specific extracurricular responsibility is necessary for employment, it should be so stated. The quality of the instructional program should be the determining factor in the recruitment of teachers.

Recruitment into teaching areas of critical shortage depends not only on salaries, working conditions and benefits, but also upon the amount of flexibility in the program. For example, vocational/technical areas need flexibility within guidelines specified by I.S.B.E..

Groups or Agencies Responsible

I.E.A., L.E.A., I.F.T., I.S.B.E.

ISSUE III: There are presently many certificated teachers in Illinois who are not working, are in other lines of work, or whose certificates have expired. The re-entry of these teachers may serve to enhance the curriculum, particularly in areas of acute shortages.

Suggested Policy or Action

Determine causes for teacher dissatisfaction among those who are currently employed and take steps to correct them.

Increase salaries so that teaching becomes attractive as a profession.

Make the reentry process attractive, accessible, and challenging. I.H.E.'s should assist L.E.A.'s by developing, advertising, and delivering the necessary coursework in reasonable time frames.

This group of potential teachers may need current information to up-date areas of specialization or teaching skills and I.H.E. should plan programs for this purpose. School districts may then wish to recruit these people for substitute work, or extra-curricular responsibilities along with filling vacancies as the need arises.

Wage a campaign to promote the benefits of teaching as a career by highlighting the contributions of teachers in the school and community. Positive aspects of teaching may include such things as 200 days of work annually, same vacation schedule as school-age children, no need to commute long distances, and the career can be interrupted when necessary and resumed without penalty in most places (i.e., childbirth, advanced degree, etc.).

Groups or Agencies Responsible

I.H.E., L.E.A., I.E.A., I.F.T., I.S.B.E., Legislature

ISSUE IV: There is a decided lack of coordination between colleges, departments of education and L.E.A.'s in reference to recruitment.

Suggested Policy or Action

I.H.E. and L.E.A.'s should develop a systematic operation for the recruitment and recommendation of qualified teacher graduates. This process is viewed as beneficial and necessary to both agencies and would serve to improve the quality of personnel in the schools.

Groups or Agencies Responsible

L.E.A.'s, I.H.E.

ISSUE V: Information regarding job availability and certificated applicants is lacking in the public school districts in Illinois.

Suggested Policy or Action

A computerized list of available jobs with pre-requisites for employment should be published monthly by I.S.B.E. and mailed to L.E.A.'s. RIF'd teachers could then apply for these positions along with other certified applicants. Reciprocity with other states could serve to improve the employment picture for teachers nationwide.

Certain geographic areas which have difficulty in attracting teachers may find it beneficial to advertise the advantages of living and working in a particular locale.

Groups or Agencies Responsible

L.E.A.'s, I.S.B.E.

ISSUE VI: Certification regulations mandated by the General Assembly are too often influenced by special interest groups which results in fragmentation and inefficiency at this critical juncture in quality control.

Suggested Policy or Action

The certification process should be reviewed, and the workable and positive aspects as well as the negative influences some special interest groups have had upon certification should be studied. It is strongly recommended that any proposed changes in certification requirements in Illinois be carefully researched and approved by the Certification Board before being presented to the General Assembly for action.

Groups or Agencies Responsible

I.S.B.E., Illinois Legislature

ISSUE VII: Declining enrollments and financial exigencies make it necessary to employ teachers who are certified to teach in more than one curricular area.

Suggested Policy or Action

Prospective teachers should work toward certification in more than one field. A major field plus one or two minors is possible if advisement and coursework are begun sufficiently early in the college experience. Multiple certification in special education is advised.

Groups or Agencies Responsible

Institutions of Higher Education, Colleges/Departments of Education

ISSUE VIII: At the present time, graduation and certification requirements do not always insure that teachers can perform in an acceptable manner in the classroom while the lack of technical assistance for beginning teachers results in a lowered retention rate.

Suggested Policy or Action

All first-year teachers should teach on a temporary certificate with appropriate beginning teacher's pay for one year during which

time they will be given support and technical assistance when needed. This year should be used to provide additional time to demonstrate teaching competencies required for full certification.

There should be a brief orientation related to professional organizations for teachers.

Groups or Agencies Responsible

I.S.B.E., L.E.A.'s, I.H.E.

PUBLIC SCHOOL DISTRICTS

ASSESSMENT OF IN-SCHOOL AND DISTRICT HIRING PRACTICES

ISSUE I: L.E.A. hiring practices are criticized in many districts because policies for hiring, with accurate job descriptions for available positions, are either not available or are not clearly understood by teachers or the public.

Suggested Policy or Action

Personnel officers and/or principals should be given time and resources to recruit the best qualified candidates for the position.

Each local school district should have a written policy concerning hiring practices along with a job description for each professional, support, and service position.

A system should be established in local school districts to monitor hiring practices which must conform to state rules and regulations. Interviews for teaching positions should be conducted by personnel in various positions in the school such as department or grade level chairpersons. In this way, those who work with the teacher will have input in the selection process.

In the implementation of "Equal Opportunity Employment," evidence of recruitment efforts and fair practice in relation to hiring minority groups and women (particularly in administrative positions) should be made available to the public upon request.

Prospective school personnel who have completed programs in other states must undergo careful transcript evaluation to insure that they have had training comparable to that of persons completing approved teacher or administrative programs in Illinois. If not, this training must be obtained prior to certification and employment.

A task force or committee should be established to develop recommendations for a "code of ethics" related to the recruitment and selection of personnel for the public school system in Illinois.

Groups or Agencies Responsible

L.E.A.'s, I.E.A., I.F.T., I.S.B.E.

ISSUE II: Many L.E.A.'s are currently hiring candidates who are certificated in two or more areas. This illustrates the need to strengthen the

connection between L.E.A. personnel needs and teacher education programs.

Suggested Policy or Action

I.H.E. should begin early advisement programs to enable teachers to make appropriate preparation for job procurement. Graduates currently on the job market should be advised to take appropriate steps to become qualified in areas where demand exists.

Local districts should state anticipated job openings as well as expectations or criteria for positions. This will assist individuals seeking employment as well as I.H.E.'s in making appropriate recommendations for recruiting and retaining quality personnel in the schools.

Groups or Agencies Responsible

L.E.A.'s, I.H.E.

PUBLIC SCHOOL DISTRICTS

ASSESSMEMT OF ON-THE-JOB PERFORMANCE

ISSUE I: Currently, formal procedures for evaluating public school personnel in Illinois are lacking in many school districts. Where they exist, they often do not provide for adequate supervision or for sufficiently systematic and frequent evaluations to secure improvement in performance and instruction.

Suggested Policy or Action

Evaluation for the purpose of improving instruction/performance should take place annually for the purpose of helping teachers and other certificated personnel to do a more effective job with students.

Criteria should be identified from "job specific" research (i.e., teachers, principals, counselors) which discriminate between those whose performance is or is not satisfactory. These criteria should be included in the assessment instruments.

Evaluation for the purpose of improving instruction/performance would entail such things as:

1. Looking at student achievement in terms of instructional goals rather than using subjective judgments about the teaching process.

2. Using multiple criteria for assessment purposes which are developed through committees comprised of people representing the categories of personnel to be evaluated.

3. Training evaluators such as principals to develop or improve conferencing skills and communication with teachers in the evaluative process.

4. Designing diagnostic and remediation procedures for technical assistance when need is demonstrated by the teacher or principal. Time for remediation should be built into the system for those who require this assistance.

5. Evaluation to improve instruction (formative) should be conducted in a supportive manner and separated from that which is carried out for probationary teachers (summative). Evaluation related to charges of incompetency or unprofessional conduct (summative) should also be separate.

Groups or Agencies Responsible

I.S.B.E., L.E.A.'s, Teacher Unions, Legislature

ISSUE II: Annual evaluations do not always focus on the recognition of excellence in programs and teaching while the public is often unaware of the school's contributions to the community and society as a whole.

Suggested Policy or Action

Teacher burn-out can be lessened and teachers may be motivated to remain in the profession by identifying important contributions of teachers. The evaluation process can be useful in enhancing teaching skills and in calling attention to the school's contributions to society. The media should be used to disseminate this information to the public on an organized basis.

Groups or Agencies Responsible

L.E.A.'s, Community, State and Local Professional Organizations

ISSUE III: Many local school districts do not have the necessary resources and expertise to develop and maintain evaluation and technical assistance systems for insuring quality personnel.

Suggested Policy or Action

The I.S.B.E. should establish a comprehensive process for the assessment of performance which will result in continuing professional development of professional educators based on "needs".

The Professional Development Center should perform regulatory and assistance types of functions in evaluating and assisting practicing professionals in improving performance.

The I.S.B.E. should research competencies related to teacher and principal effectiveness and recommend appropriate supervisory practices for the purpose of ensuring their inclusion in assessment procedures. They should then come forward with guidelines for improvements in these areas of the teaching/learning situation in the public schools of Illinois.

Groups or Agencies Responsible

I.S.B.E.

ISSUE IV: Certain extracurricular activities expected by the community, particularly in secondary schools, are not always taken care of by the staff in a satisfactory manner due to restrictions imposed upon the schools by the economy.

Suggested Policy or Action

A state level task force should be developed to study this problem and make recommendations.

Groups or Agencies Responsible

I.S.B.E., Illinois High School Association, Community or Business Sectors.

ISSUE V: The probationary period prior to a tenure decision is too short to provide adequate information for a fair and equitable treatment of the beginning teacher.

Suggested Policy or Action

The probationary period should be extended in order that the administrative staff is afforded sufficient time to provide technical assistance as well as time for remediation when needed.

The criteria for granting or withholding tenure should be specified and adhered to in this process. The I.S.B.E. in collaboration with L.E.A.'s and the I.H.E. should develop explicit criteria to assess teaching performance and provide professional development plans with funds to support the necessary staff development programs.

Recommendations for new teachers should always be obtained by the L.E.A. from the I.H.E. regarding academic performance and during student teaching.

Groups or Agencies Responsible

I.S.B.E., L.E.A.'s, I.H.E.'s

PUBLIC SCHOOL DISTRICTS

CONTINUED PROFESSIONAL/STAFF DEVELOPMENT

ISSUE I: Staff development, as presently implemented in local school districts and regions, is generally fragmented and not as effective as is necessary in these rapidly changing times.

Suggested Policy or Action

Continued professional development, staff development, and inservice are terms which are used in Illinois. The I.S.B.E. should decide upon a name for the process. The activities related to the process evidence varying degrees of usefulness and sophistication. A definition of what the process should entail along with the establishment of limits as to what this money and time could reasonably and profitably be used for, are issues which must be resolved by the I.S.B.E.

Local school districts/regions should prepare a long-range, five-year staff development plan based upon "needs" assessments in the schools. The I.S.B.E. should formulate guidelines for plan development while leaving room for local initiative. A collaborative effort between L.E.A.'s and I.H.E.'s should be included in the guidelines for long-range plans.

Groups or Agencies Responsible

Local School Boards, I.S.B.E., L.E.A.'s, Colleges/Departments of Education

ISSUE II: Funding for expanded staff development programs is not adequate.

Suggested Policy or Action

The Federal Government should be encouraged to further consolidate categorical funds for staff development. Likewise, the Federal Government should be encouraged to review and relax funding regulations.

The State Legislature should establish in the Higher Education Budget, a separate category of staff development funding to be administered by the I.S.B.E.. Current Institute Funds should be redirected to the I.S.B.E. Consolidated staff development funds must be available to implement the L.E.A.'s plan. Emphasis should be given to onsite staff development programs. Approval of the long range plan must be based upon predetermined public criteria.

A portion of the staff development money allocations should be set aside to fund seven additional staff development days (up to 12 total days) for districts submitting approved projects. This provision will not reduce pupil contact days, but will provide salary adjustments for days added to the school calendar which should eventually result in a 200-day work year.

Additional funds for staff development programs should be allocated and released to L.E.A.'s by the I.S.B.E. upon approval of the five-year plan.

Groups or Agencies Responsible

I.S.B.E., L.E.A.'s, I.H.E.'s, State Legislature

ISSUE III: Staff development programs are not often related to the formal evaluation process for certificated personnel.

Suggested Policy or Action

Each L.E.A. will be required to have a formal evaluation process in place for tenured staff with an individualized current plan on file for all teachers. Conformance should become a requirement for L.E.A. accreditation.

Teacher involvement in planning for inservice is essential. All programs must be evaluated by participants.

Groups or Agencies Responsible

L.E.A.'s, I.S.B.E.

ISSUE IV: Continuing contracts or teacher tenure are often granted before adequate evidence of teaching competency is documented. Inservice programs addressing the needs of probationary teachers are not available in most schools in Illinois.

Suggested Policy or Action

Special inservice programs should be planned for beginning teachers in Illinois to give them every advantage possible. Such things as orientation to the school district and technical assistance should be provided when necessary.

Continuing contracts or tenure should be granted only after the successful completion of three years of teaching.

Groups or Agencies Responsible

I.S.B.E., School Board Association, L.E.A.'s, Illinois Legislature, Institutions of Higher Education, Professional Organizations.

ISSUE V: The present system of inservice education does not sufficiently meet the needs of teachers in terms of professional development.

Suggested Policy or Action

Teachers should be consulted on the types of programs that would be most beneficial in a direct classroom setting; e.g., inservice programs on behavior modification that could be realistically applied, cultural relations to better understand the cultural differences of minority students, and sharing motivational techniques to stimulate classes in which interest might ordinarily be lacking. New approaches to delivering inservice are needed. In general, less lecture and more activity-oriented workshops are requested by participants.

Continuing professional development should be individually tailored when results of assessments indicate that this is necessary. Individual records should be kept and credit given for the completion of courses, seminars, and other approved programs.

"In-school" or onsite programs are recommended because they have been found to be more effective. When the principal and faculty are committed to a particular type of change based upon a school-wide, departmental or grade-level concern, results are generally positive.

Groups or Agencies Responsible

L.E.A., I.S.B.E., I.H.E.

ISSUE VI: The preparation or retraining of school personnel for new or expanded assignments is not presently built into staff development programs on an integrated and sequential basis.

Suggested Policy or Action

Programs should be designed for the preparation of staff for new or expanded assignments. As the needs of society change, schools must meet these requirements in an economical and timely manner. It is also recommended that L.E.A.'s explore possibilities of cooperative efforts with the private sector for mutually beneficial staff development endeavors.

The I.S.B.E. should consider supporting a sabbatical leave program for teacher retraining in mathematics and science and other critical areas. The district and state could share the costs with the teacher making a commitment to return to teach in the district for at least three years. Master teachers could be useful as mentors for beginning teachers in providing technical assistance when necessary under the direction of the administration.

Groups or Agencies Responsible

Business and Industries, L.E.A.'s, I.S.B.E., I.H.E.'s

ISSUE VII: Administrators in the public schools may require additional assistance in evaluating programs and staff, particularly the probationary teachers.

Suggested Policy or Action

Master teachers should be granted sabbatical leaves to receive advanced and current training in criterion-referenced supervision. These teachers may work part time during the academic year in providing technical assistance to beginning/probationary teachers under the direction of the principal. These teachers may also wish to update teaching skills or knowledge in a field.

Groups or Agencies Responsible

L.E.A.', Colleges/Departments of Education, I.S.B.E.

ISSUE VIII: Certificate renewal is neither tied to teacher needs nor the needs of the school district with the result that, in many instances, it is considered less effective than it could be.

Suggested Policy or Action

A five-year requirement for certificate renewal for all certificated public school personnel should be studied by the I.S.B.E. and the Certification Board so that hours of credit or C.E.U.'s are tied to professional staff development programs. These credits could be used for advancement on the salary schedule.

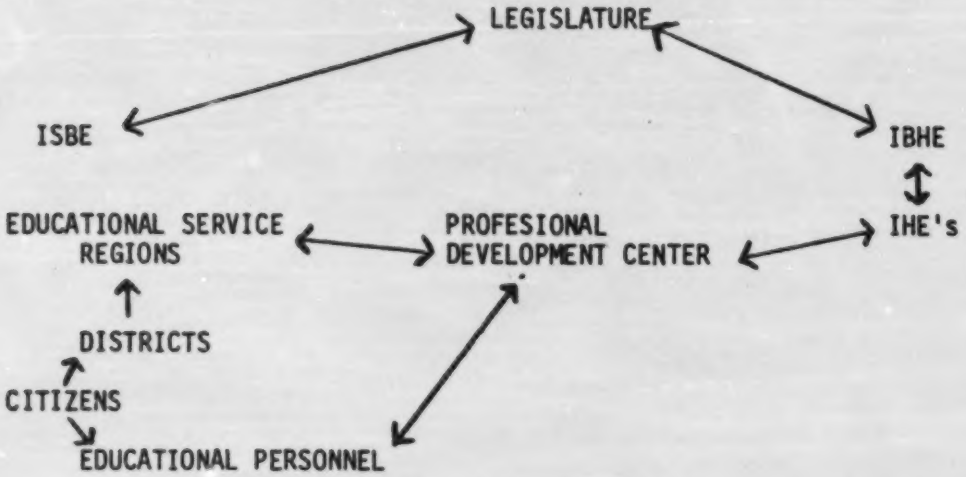
Evidence of professional growth should be required for the renewal of teaching certificates every five years. This can take the form of Continuing Education Units (C.E.U.). One C.E.U. would consist of five hours of professional growth activity approved by the Regional Superintendent and based upon criteria established by the I.S.B.E.. Such activities may or may not include approved graduate or undergraduate work leading to a degree. Workshops, institutes, or other activities which have been preapproved are also valid professional growth activities.

Groups or Agencies Responsible

Certification Board, L.E.A.'s

ISSUE IX: Staff development programs in Illinois are "out of sync!" There is little organization and no clear guidelines or focus with the result that money is being wasted and the job is not being done.

MODEL FOR A COLLABORATIVE ASSESSMENT AND PROFESSIONAL DEVELOPMENT PROGRAM



Professional Development Center

1. Linking structure
2. Technical assistance function
3. Resource analysis within region
4. Assists in design of assessment mechanisms
5. Gathers development needs
6. Broker resources
7. Links region with resources in other regions
8. Regionwide research in continuing professional development
9. Develop annual continuing professional development plan

Make-up

1. IHE's
2. LEA's
3. Regional service personnel

Funding Sources

1. Fees collected by regional superintendent
2. HECA funds
3. District funds
4. Block-grant monies
5. New money from Legislature

A NOTE OF EXPLANATION TO THE READER:

Consensus was not reached on the following issues and recommendations. This was due in part to time constraints and to divergent positions taken by the panelists. The four separate reports submitted by Classroom Teachers, School Administrators, School Boards, and Higher Education are attached so that detailed position statements may be obtained when necessary. It should be noted that areas of agreement far outnumber those listed on the following pages.

UNDERGRADUATE TEACHER PREPARATION

RECRUITMENT INTO TEACHER PREPARATION PROGRAMS

ISSUE I: The working conditions of teachers are such that many able students are not interested in preparing for this profession.

Suggested Policy or Action

Working conditions will improve through collective bargaining. Teachers need to be recognized and appreciated in the schools and communities they serve.

Support systems should be strengthened in the schools and technical assistance made available without fear for job security.

Groups or Agencies Responsible

L.E.A.'s, I.S.B.E.

Issue I was stated by the Classroom Teachers p. 2. School Administrator and School Board panelists did not feel that working conditions could be improved in this way.

ASSESSMENT IN TEACHER PREPARATION PROGRAMS

ISSUE I: Many students electing to enter teacher education programs lack an adequate background for college work.

Suggested Policy or Action

A common body of knowledge as represented by a college high school preparatory program or its equivalent should be required. Such a program should include:

Foreign Language	2 years
Math	2 1/2-3 years
Science, including laboratory courses	2-3 years
English, including rhetoric and grammar	3-4 years
History, including government, special studies World History and 3rd World History	4 years

Groups or Agencies Responsible

Institutions of Higher Education via self-governance and self-regulation in keeping with I.S.B.E. standards and criteria; L.E.A.'s.

Issue I was stated by Higher Education p. 4. School Administrator panelists did not believe that specific recommendations related to course work should be included in this report even though they agreed that course requirements for high school graduation and for college admission should be more stringent.

ISSUE II: Professors in Colleges/Departments of Education may need staff development in order to demonstrate the teaching competencies and supervisory practices in the professional courses they teach and should employ in the supervision of clinical and student teaching experiences.

Suggested Policy or Action

All full-time Education Department faculty and administrators serve, at least once every five years, one-half day per week for a semester, in a public school performing duties related to his or her college teaching responsibilities.

Supervisory skills as they relate to practices in the public schools need to be updated.

Groups or Agencies Responsible

I.S.B.E., I.H.E.'s

Issue II as stated by the School Board p. 3 was challenged by Higher Education whose representatives felt that while staff development at their level was essential, the specificity of the recommendation was unnecessary.

ISSUE III: Recruitment efforts do not always include accurate descriptions of job responsibilities.

Suggested Policy or Action

Extra duty pay needs to be increased so that it is commensurate with responsibilities. If we are really interested in quality control, let's be honest: hire coaches to coach and teachers to teach!

One of the recommendations stated in Issue III as made by the Classroom Teachers p. 9-10 was challenged by School Administrators on the grounds that descriptions of teaching positions with corresponding responsibilities changed from year to year and that the economic feasibility of implementing this recommendation was negligible.

PUBLIC SCHOOL DISTRICTS

ASSESSMENT OF IN-SCHOOL AND DISTRICT HIRING PRACTICES

ISSUE I: The results of "raiding" teachers from other school districts, as described in Study III, has an adverse effect upon school personnel.

Suggested Policy or Action

When teachers are "raided", and they are, the L.E.A. doing the raiding should be required to pay the penalty for breaking the contract etc., not the teacher.

Contract-breaking should be a separate issue to be resolved by the certification board.

Groups or Agencies Responsible

L.E.A.'s, I.E.A., I.F.T.

Issue I on "raiding" as stated by Classroom Teachers on p. 12 was challenged by the School Board panelists who felt that the issue was irrelevant to the quality of personnel and that contract breaking is a legal matter.

ISSUE II: Restraints upon hiring the best qualified candidates for teaching positions may have a negative effect on the quality of instruction.

Suggested Policy or Action

The candidate's willingness or ability to accept extra-curricular assignments should not be the deciding factor in hiring classroom teachers when the obtainment of quality personnel is the goal.

Groups or Agencies Responsible

L.E.A.'s, I.E.A., I.F.T.

Issue II was presented by the Classroom Teachers p. 13 and objections were raised by School Administrator and School Board Panelists based upon the necessity to administer both curricular and extracurricular activities in the school with limited resources.

ISSUE III: Suspension of teachers certificates is an issue which may have a negative effect upon decisions to apply for teaching positions.

Suggested Policy or Action

"Just cause" should be the basis for certificate suspension because this process properly addresses the problem of "unprofessional conduct" charges.

Groups or Agencies Responsible

L.E.A.'s, I.E.A., I.F.T.

This issue on p. 13 of the Classroom Teachers report was considered irrelevant by School Board and School Administrator panelists on the grounds that proper procedures are followed in these matters.

ISSUE IV: Teaching is perceived to be a "career-less" profession which does not reward productive and talented teachers. There are few provisions made for moving up the ladder in teaching per se.

Suggested Policy or Action

In order to recruit and retain excellent teachers, the teaching career should be restructured with clearly designated and defined professional ranks or a differentiated staffing format. Commensurate increases in salary should accompany each step up the ladder. In this way, more of the capable teachers will be able to afford to remain in the classrooms and longevity would cease to be the only method through which a teacher could receive salary increases.

Groups or Agencies Responsible

I.S.B.E., L.E.A.'s

This recommendation by the School Board, p. 7, was rejected by the Classroom Teacher panelists because of the reference to differentiated staffing.

ISSUE V: Part-time teachers and those with elementary and high school certificates are discouraged from working because of current tenure laws.

Suggested Policy or Action

Legislation should be enacted which allows for job-sharing and other part-time teaching without a loss of tenure. Certificates for substitute teachers should be comparable to certificates for elementary and secondary teachers.

It is also recommended that early retirement incentive programs should make it possible for those persons to undertake a reduced work load without jeopardizing retirement benefits.

Groups or Agencies Responsible

Certification Board, Illinois State Legislature

Issue V as made by the School Administrator representatives was discounted by the Classroom Teacher panelists, pp.10-11, on the grounds that fringe benefits may be lacking and part-time people could serve to eliminate some full-time teaching positions.

PUBLIC SCHOOL DISTRICTS

ASSESSMENT OF ON-THE-JOB PERFORMANCE

ISSUE I: Beginning or probationary teachers are not treated fairly in many L.E.A.'s in Illinois. It seems ludicrous that we go through all the aforementioned procedures and then assign these teachers unrealistic teaching/extra-curricular loads and responsibilities; not to mention wholesale dismissal at the end of the first year, only to rehire for the next term!

Suggested Policy or Action

The following steps should be taken to assist probationary teachers:

1. Frequent evaluation with appropriate and sufficient assistance in remediation procedures.
2. Equitable teaching loads must be assigned.
3. Dismissal should be only on grounds delineated in "just cause" policies.
4. Alleged charges against teachers, probationary or tenured, should be put in writing after evidence that unsatisfactory performance has not been remediated. Copies should then be submitted to the teacher, the local school board and the building union "Area Representative" A/R.
5. The teacher should be given a speedy hearing by the school board at which time proof is submitted. Should the teacher's innocence be proven and charges dropped, harassment from the administration should not be allowed.

Groups or Agencies Responsible

L.E.A.'s, I.E.A., I.F.T., I.S.B.E.

Issue I with recommendations as stated by the Classroom Teacher representatives, pp. 15-16, was not agreed to by the School Board and School Administrator panelists because most of the suggested policy is either included in negotiations at the local level or already mandated by law.

ISSUE II: On-the-job assessments of tenured teachers are not sufficiently frequent nor are they specifically designed for the purpose of improving instruction.

Suggested Policy or Action

Tenured teachers should be evaluated on a systematic schedule for continuing professional development. Some teachers may wish to obtain certification in other curricular areas where the need exists. Colleges/Departments of Education should design programs for the purposes as stated on a collaborative basis with L.E.A.'s.

Assessment of on-the-job performance should be a tool to aid professional development as well as to support retention-dismissal decisions. Beyond the initial probationary period, the two functions must be discrete. It is recommended that both self-analysis and peer review be involved in the assessment process.

Groups or Agencies Responsible

L.E.A.'s, I.H.E.'s, I.S.B.E., Legislature

These recommendations by Higher Education pp. 15-16 was objected to by the Classroom Teacher and Administrator panelists because of the peer review statement.

PUBLIC SCHOOL DISTRICTS

STAFF DEVELOPMENT

ISSUE I: The operation, rewards, content, and delivery of staff development leaves much to be desired in most L.E.A.'s in Illinois.

Suggested Policy or Action

The reward system for inservice activities should include reimbursement for college courses, college credit, released time or pay.

Groups or Agencies Responsible

L.E.A.'s, I.S.B.E.

Recommendations on this issue as stated by the Classroom Teacher representatives pp. 18-19, were not acceptable to the School Board because they call for reimbursement for college credit which already serves to place the teacher on a higher pay scale and should remain as a negotiable fringe benefit.

ISSUE II: Funds for staff development are inadequate to meet the needs of teachers in this rapidly changing society.

Suggested Policy or Action

The Legislature shall allocate $5.00 per pupil each year to initiate appropriate inservice programs statewide.

Each school district shall allocate 1% of the operating budget for inservice.

Groups or Agencies Responsible

Legislature, I.S.B.E., L.E.A.'s

Issue II. The policy suggested by the Classroom Teacher panelists p. 18, was rejected by the other three groups because it was felt that the dollar amounts recommended may be inadequate and in any case were considered premature at this stage of planning.

ISSUE III: Staff development programs in Illinois are "out of sync"! There is little organization and no clear guidelines or focus with the result that money is being wasted and the job is not being done.

Suggested Policy or Action

The E.S.R. role as a staff development resource should be service oriented and non-regulatory in nature without specific funding or fees.

Revenues generated by teacher certification, and used by Regional Superintendents for staff development, should be re-directed. Regional Superintendents currently receive $4.00 per teacher annually and this money should be distributed to the L.E.A.'s on the basis of approved staff development plans.

Groups or Agencies Responsible

I.S.B.E., L.E.A.'s

Issue III as stated by the School Board representatives pp. 14-15 was questioned by panelists from the School Administrator group because of recommendations for the redirection of teacher certification funds and changes in the E.S.R. role.

SCHOOL ADMINISTRATORS

UNDERGRADUATE TEACHER PREPARATION

RECRUITMENT INTO TEACHER PREPARATION PROGRAMS

Final Draft for:
"Panel of Panels"
Springfield Hilton
December 6-7, 1982

ISSUE I: Requirements for admission to colleges and universities with teacher education programs vary extensively. For example, required composite SAT and ACT scores range from a low of 800 and 12 respectively, to 1,200 and 23. Required academic standings in high school class, range from the upper 20% to the upper 50%.

Suggested Policy or Action

There should be established a minimum level of performance on the above criteria for college admission in the state of Illinois and when other criteria are agreed upon, they should be made public in order that high school students may select the courses considered necessary as background, or to meet stated course requirements, for college admission.

Agencies or Groups Responsible

I.S.B.E. and Institutions of Higher Education/Colleges of Education

ISSUE II: Admission requirements into teacher education programs also vary. The criteria for admission (i.e. grade point averages and faculty recommendations) may not be sufficient to insure quality. There is evidence that declining enrollments among college students electing to enter the teaching profession along with grade inflation, may exert a negative influence upon this step in the quality control process. In other words, the screening of applicants at this juncture is not viewed as being adequate by administrators in the public school systems in Illinois.

Suggested Policy or Action

Criteria for admission to teacher education programs should include strong evidence of academic ability and these criteria should encompass an acceptable level of proficiency in oral and written communication, along with adequate computational skills. Competency in human relationships and emotional stability should also be among the criteria considered for inclusion in the formulation of admission policies. Entrance requirements for elementary and secondary majors should differ.

Agencies or Groups Responsible

Institutions of Higher Education/Colleges of Education, Community Colleges, I.S.B.E.

ISSUE III: There is an "open admission policy" for students from community colleges to colleges and universities in the state of Illinois. These transfer students comprise an average 40-60% of those in teacher education programs and these students may or may not be able to meet requirements for admission to the college.

Suggested Policy or Action

Appropriate counseling of community college students who aspire to become teachers should be instituted at the community college prior to transfer. Transfer students should meet the same criteria for entrance into teacher preparation programs as do the regular four year students.

Agencies or Groups Responsible

Board of Higher Education, Institutions of Higher Education/Colleges of Education/Departments of Education, Community College Board, I.S.B.E.

ISSUE IV: Some of the professional education courses are taught in the community colleges resulting in problems for transfer students.

Suggested Policy or Action

There needs to be a coordinated effort between colleges/departments of education and community colleges to account for the 100 hours clinical experiences taken in conjunction with professional education courses. Course content and requirements should be equally demanding.

Agencies or Groups Responsible

Board of Higher Education, Institutions of Higher Education/ Colleges of Education/Departments of Education, Community College Board, I.S.B.E.

ISSUE V: A significant number of students who are admitted into teacher education programs in Illinois rank in the lower percentiles of the high school graduating classes and also have lower scores on the ACT and SAT's. The more able students academically or

talented students generally are not attracted to teaching as a profession because of the job market, compensation, and inadequate recruitment efforts by the profession.

Suggested Policy or Action

Secondary schools would be well advised to form "Future Teacher Clubs" and develop "Careers in Teaching Programs" for students. Positive attitudes toward teaching as a profession should be fostered by teachers and guidance counselors. In high schools, career exploration through teacher aide programs and tutorials in elementary schools would be beneficial.

Teacher education scholarships should be reactivated for students going into areas of teaching where there is a short supply i.e. math, science, etc. Teacher education scholarships should eventually be granted for high achieving students in all areas. Loans could then be forgiven after five years of successful teaching in the public schools of Illinois.

Agencies or Groups Responsible

I.S.B.E., I.P.A., L.E.A., I.A.S.A.

UNDERGRADUATE TEACHER PREPARATION

ASSESSMENT IN TEACHER PREPARATION PROGRAMS

ISSUE I: Entrance requirements are not standardized nor considered adequate at institutions which have teacher preparation programs in Illinois; neither are exit examinations covering the professional training administered prior to graduation or certification.

Suggested Policy or Action

Exit examinations combined with documentation of satisfactory performance in student teaching are recommended for quality control in certification requirements. Competencies for teaching effectiveness should be defined and made a part of this process. All of the above will be much simpler to provide when entrance requirements are tightened and enforced.

Agencies or Groups Responsible

I.S.B.E., College/Department of Education, L.E.A.

ISSUE II: The amount of time required for student teaching varies from institution to institution and is not considered adequate in many cases.

Suggested Policy or Action

Full-time student teaching should be required for a minimum of one semester and prospective student-teachers should interview with the principal or his designee for these positions.

Agencies or Groups Responsible

Institutions of Higher Education, L.E.A.'s

ISSUE III: There is no uniformity in the placement, supervision, and diagnosis of progress--with remediation--during the 100 hours clinical experience. This is beginning to place an unnecessary burden upon the public schools.

Suggested Policy or Action

College professors who teach professional courses which incorporate the clinical experiences should also conduct the placement, supervision, diagnostic and remediation procedures for their students. Services, such as working with small groups or individual students under the direction of the regular teacher, should be provided by these prospective teachers.

Agencies or Groups Responsible

L.E.A.'s, Colleges/Departments of Education, I.S.B.E.

ISSUE IV: The placement procedures as well as the supervision of student teachers from the college level are considered inadequate and too often appear to inflict an unnecessary burden on students, supervising teachers, and administrators in public schools.

Suggested Policy or Action

The placement procedures should be improved upon and only those professors or graduate students who have had public school teaching experience and who are trained in clinical supervision in public schools should be permitted to perform this highly important function. The supervisory process should provide more on-site observation, conferencing and relevant technical assistance in a timely manner at the school.

Agencies or Groups Responsible

Colleges/Departments of Education, L.E.A., I.S.B.E.

ISSUE V: Requirements for approved programs differ from institution to institution in the state making it difficult to determine the criteria for recommendations for certification.

Suggested Policy or Action

Basic or minimum standards for certification should be standardized and should include the college degree with an acceptable grade point average in the student's major and professional education courses. The student teaching grade should be accompanied by recommendations from the college supervisor and supervising teacher for the purpose of documenting acceptable teaching performance.

Agencies or Groups Responsible

I.S.B.E., Institutions of Higher Education, L.E.A.'s

ISSUE VI: Many professional education courses are not considered to be current or helpful to beginning classroom teachers.

Suggested Policy or Action

The professional education courses must include current materials and methods as well as provisions for the development of an operational understanding of such things as educational theory and philosophy along with competencies considered essential by research findings in the area of teacher effectiveness. For example, microsimulations using video equipment allow prospective teachers to put theory into practice in college methods courses.

Agencies or Groups Responsible

Institutions of Higher Education, L.E.A.'s, I.S.B.E.

Advisory committees-comprised of L.E.A., the business and community sector as well as representatives of higher education.

ISSUE VII: The program-review process in the state is necessary for improving teacher preparation at the undergraduate level but it does not seem to be effective as it could be in strengthening the quality of programs.

Suggested Policy or Action

The Illinois State Board of Education's "program review process" should be strengthened and continued. More frequent onsite reviews are recommended for colleges/departments of education. I.H.E. should monitor the quality of all courses taught.

Agencies or Groups Responsible

I.S.B.E., Institutions of Higher Education, L.E.A.'s

GRADUATE PREPARATION

RECRUITMENT INTO GRADUATE SCHOOLS

ISSUE I: Students who enter graduate schools are seldom encouraged to work toward a "Master of Arts in Teaching" degree.

Suggested Policy or Action

There is a need to reactivate the M.A.T. degree so that talented teachers may take additional courses in their major or minor curricular areas with corresponding professional education courses to update their teaching skills.

Agencies or Groups Responsible

Institutions of Higher Education

ISSUE II: Financial rewards for master teachers are often not sufficient to keep them in the classrooms.

Suggested Policy or Action

Master teachers should be provided with incentives both financial and otherwise to remain in the classrooms. This should be studied and plans developed for remediating this situation in the public schools of Illinois.

Agencies or Groups Responsible

L.E.A.'s, I.S.B.E.

ISSUE III: Entrance requirements for the various graduate programs in the state generally include specific grade point averages for past academic performance and recommendations from former professors. Scores on the G.R.E. or the Miller Analogy Test are also important factors. Recommendations from the L.E.A.'s are not usually considered as a part of the admission criteria.

Suggested Policy or Action

L.E.A.'s should assist in the identification of leadership potential in their districts and work closely with colleges/ departments of education in recommending potential students for graduate programs.

Agencies or Groups Responsible

Colleges/Departments of Higher Education, L.E.A.'s, I.S.B.E.

ISSUE IV: The curriculum, including competencies for administrators, supervisors and counselors in graduate programs is not viewed as being adequate.

Suggested Policy or Action

Essential competencies should be identified for the above positions and included in the curriculum. An extended internship should be explored in which much of the course work is provided in the school setting.

Agencies or Groups Responsible

Institutions of Higher Educations, L.E.A.'s

ISSUE V: That credentials are often out of date by the time an administrator is appointed to a position.

Suggested Policy or Action

Administrators in the above categories should be required to update credentials periodically.

Agencies or Groups Responsible

Institutions of Higher Education, L.E.A.'s, and I.S.B.E.

PUBLIC SCHOOL DISTRICTS

RECRUITMENT INTO TEACHING--OTHER SCHOOL DISTRICT POSITIONS

ISSUE I: It is difficult to recruit out-of-state teachers who are certified in curricular areas where shortages exist.

Suggested Policy or Action

Provide for reciprocity with other states for teacher certification. NCATE is an avenue for this type of agreement.

Agencies or Groups Responsible

I.S.B.E.

ISSUE II: Certification regulations are viewed as actually preventing some excellent teacher candidates from entering the field.

Suggested Policy or Action

The certification process should be reviewed and workable and positive aspects as well as the negative influences some special interest groups have had upon certification should be documented. It is strongly recommended that any changes in certification requirements in Illinois be carefully researched and approved by the certification board before being presented to the legislature for action.

Agencies or Groups Responsible

I.S.B.E., Illinois Legislature

ISSUE III: Recruitment efforts in the state are lacking and many of the talented prospects enter other fields.

Suggested Policy or Action

Media and job descriptions should be used to advertise vacancies locally, state-wide, and nationally. There should be active participation in the student-teaching programs utilizing competent master teachers in the school disctricts to insure satisfactory experiences.

Agencies or Groups Responsible

L.E.A., Institutions of Higher Education, local and state newspapers, radio and television

ISSUE IV: Personnel available as a result of the reduction in forces (RIF) are not known outside the local districts.

Suggested Policy or Action

A state bulletin should be published by the I.S.B.E. and mailed to local school districts which includes a list of teachers with areas of certification. Monthly bulletins with demographic data would be advantageous to RIFFED employees and school systems.

Agencies or Groups Responsible

I.S.B.E., L.E.A.'s

ISSUE V: Declining enrollments and financial exigencies make it necessary to employ teachers who are certified to teach in more than one curricular area.

Suggested Policy or Action

Prospective teachers should work toward certification in more than one field. A major field plus one or two minors is possible if advisement and course work toward this end is begun early in the college experience. Multiple certification in special education is advised.

Agencies or Groups Responsible

Institutions of Higher Education, Colleges/Departments of Education

ISSUE VI: Part-time teachers and those with elementary and high school certificates are discouraged from working because of current tenure laws.

Suggested Policy or Action

Legislation should be enacted which allows for job-sharing and other part-time teaching without a loss of tenure. Certificates

for substitute teachers should be comparable to certificates for elementary and secondary teachers.

It is also recommended that early retirement incentive programs should make it possible for those persons to undertake a reduced work load without jepordizing retirement benefits.

Agencies or Groups Responsible

Certification Board, Illinois State Legislature

ISSUE VII: Job descriptions are not available for positions in many districts resulting in a lack of clarity as to exactly what the job entails. This often results in people applying who are not qualified for the position.

Suggested Policy or Action

Districts should be encouraged to develop current job descriptions for all positions in the school system.

Agencies or Groups Responsible

L.E.A.'s

ISSUE VIII: At the present time, graduation and certification requirements do not always insure that teachers can perform in an acceptable manner in the classroom. Many talented teachers also leave the profession after a few years because of a lack of support at the school level.

Suggested Policy or Action

All first year teachers should teach on a temporary certificate for one year during which time they will be given support and technical assistance when needed. This year could also be used to provide additional time to demonstrate teaching competencies required for full certification. Administrative support should be provided through the teaching experience.

Agencies or Groups Responsible

I.S.B.E., L.E.A.'s, I.H.E.

PUBLIC SCHOOL DISTRICTS

ASSESSMENT OF IN-SCHOOL AND DISTRICT HIRING PRACTICES

ISSUE I: Given the present state of local district resources, the recruitment of minority candidates qualified to fill vacancies is inadequate.

Suggested Policy or Action

A recruitment effort should be jointly launched by the state and local districts to ascertain that certified minority applicants are available when openings arise.

Agencies or Groups Responsible

L.E.A.'s, I.S.B.E.

ISSUE II: The process for the recruitment and hiring of teachers, administrators and other staff members, as it is practiced in the state of Illinois, is criticized in many areas resulting in resentment and a diminishment in public support of education.

Suggested Policy or Action

A task force or committee should be established to develop recommendations for a "code of ethics" related to the recruitment and selection of personnel for the public school system in Illinois.

Agencies or Groups Responsible

Professional organizations, I.S.B.E.

PUBLIC SCHOOL DISTRICTS

ASSESSMENT OF ON-THE-JOB PERFORMANCE

ISSUE I: Current evaluation procedures do not result in improved instruction. This is felt to be the area of most critical need by administrators.

Suggested Policy or Action

Teachers and evaluators must communicate about the essential elements in the teaching/learning situation for improvement to occur.

Meaningful and effective criterion referenced supervision can be developed within a school when competencies related to teacher effectiveness are identified and materials for technical assistance are provided.

The principal who designates all or a part of this supervisory function to assistant principals, department/grade level chairpersons, or master teachers must provide sufficient released time for these duties.

This supervisory process must operate in a timely manner based upon need and mutually agreed upon criteria. All teachers and administrators should be evaluated on an annual basis or more often if time and staff are available and if the situation warrants additional attention.

Agencies or Groups Responsible

I.S.B.E., L.E.A.'s, Professional Organizations, I.H.E.

ISSUE II: Annual evaluations do not always focus on the recognition of excellence in teaching.

The public is not always made aware of the school's contributions to society as well as areas of excellence in teaching per se.

Suggested Policy or Action

Teacher burn-out can be lessened by identifying important contributions of teachers. The evaluation process can be useful in motivating teachers to remain in the profession and to enhance teaching skills, etc. The media should be used to disseminate this information to the public on an organized basis.

Agencies or Groups Responsible

L.E.A.'s, Community, State and Local Organizations

ISSUE III: Guidelines for the assessment of on-the-job performance are lacking in the public schools of Illinois.

Suggested Policy or Action

The state should research competencies related to teacher and principal effectiveness and recommend appropriate supervisory practices for the purpose of ensuring their inclusion in assessment procedures. They should then come forward with guidelines for improvements in these areas of the teaching-learning situation in the public schools of Illinois.

Agencies or Groups Responsible

I.S.B.E.

ISSUE IV: Extracurricular activities, particularly in secondary schools, are not taken care of by the staff in a satisfactory manner.

Suggested Policy or Action

A state level task force should be developed to study this problem and make recommendations.

Agencies or Groups Responsible

I.S.B.E., Illinois High School Association, Community or Business Sectors

PUBLIC SCHOOL DISTRICTS

CONTINUED PROFESSIONAL DEVELOPMENT (INSERVICE EDUCATION)

ISSUE I: Continuing contracts or teacher tenure are often granted before adequate evidence of teaching competency is documented.

Suggested Policy or Action

Continuing contracts or tenure should be granted only after the successful completion of three years of teaching.

Agencies or Groups Responsible

L.E.A.'s, School Board Association, Teacher's Organizations

ISSUE II: Professional or staff development activities are not always based upon "needs assessments" in the school and district. Many of these programs are inadequate, piecemeal or stop-gap measures with narrow, short-range objectives.

Suggested Policy or Action

School Districts should be encouraged to develop long-range planning for staff development activities. This program must be based upon the results of "needs assessments" in the school and district. Individual assessments of personal needs should also be taken into account.

The I.S.B.E. should develop guidelines for the development of five-year plans by school districts.

Agencies or Groups Responsible

I.S.B.E., L.E.A.'s

ISSUE III: School districts do not always avail themselves of the services of colleges/departments of education in the planning stages of staff development programs and time and money for meaningful inservice programs are not viewed as being adequate to do the job.

Suggested Policy or Action

In the guidelines, the I.S.B.E. should provide for collaboration among colleges/departments of education and regional offices. The state could be divided in such a way that there would be district access to institutions of higher education for this purpose.

In an organized statewide effort to coordinate the delivery of inservice programs at regional and local levels, E.S.R.'s should be encouraged to assist in developing inservice programs.

Recommendations for funding should be made by the state superintendent and appropriated for this purpose by the legislature.

Agencies or Groups Responsible

I.S.B.E., School Board Association, L.E.A.'s, Illinois Legislature, Institutions of Higher Education

ISSUE IV: Community support is often lacking and may even be detrimental to the process of education. Faculty and staff in the public schools are limited in knowledge about, and time for, these activities.

Suggested Policy or Action

There needs to be a unified effort by all involved in public education to become active in community affairs and to facilitate community assistance in school functions. This will require staff development and the support of teacher's professional organizations.

Agencies or Groups Responsible

L.E.A.'s, Community Agencies, Institutions of Higher Education, A.F.T., and I.E.A.

ISSUE V: Certificate renewal is viewed as not being tied to teacher needs or the needs of the school district with the result that, in many instances, it is considered less effective than it could be.

Suggested Policy or Action

Evidence of professional growth should be required for the renewal of teaching certificates every four years. This can take the form of Continuing Education Units (C.E.U.). One C.E.U. would consist

of five hours of professional growth activity approved by the Regional Superintendent and based upon criteria established by the I.S.B.E. Such activities may or may not include approved graduate or undergraduate work leading to a degree. Workshops, institutes, or other activities which have been pre-approved are also valid professional growth activities.

Agencies or Groups Responsible

Certification Board, L.E.A.

ISSUE VI: The critical shortage of math and science teachers in Illinois has not been addressed and is causing hardships in the schools.

Suggested Policy or Action

The state should consider supporting a sabbatical leave program for teacher re-training in these and other critical areas. The district and state could share the cost with the teacher making a commitment to return to teach in the district for at least three years. Master teachers could be useful with beginning teachers as mentors and in providing technical assistance when necessary.

Agencies or Groups Responsible

I.S.B.E., L.E.A., School Board Association

ISSUE VII: It has been necessary to draw from a pool of certified teachers who have been out of the classroom for a period of years and these teachers usually need specialized inservice programs which are not available.

Suggested Policy or Action

Certificated teachers in the community should be sought out and encouraged to participate in staff development programs designed to update teaching skills and content. These reactivated teachers would then be available when the need arises. They may also contribute to the schools on a volunteer basis and thereby enrich the school offerings.

Agencies or Groups Responsible

L.E.A.'s, Colleges/Departments of Education

ISSUE VIII: The age of the teacher population is increasing due to a declining student population and tenure laws in the state of Illinois.

Suggested Policy of Action

Research is needed to determine needs of an aging cadre of teachers and staff development programs should focus upon teacher effectiveness, motivation and job satisfaction.

Agencies or Groups Responsible

I.S.B.E., L.E.A.'s, Colleges/Department of Education

ISSUE IX: Declining local resources impact local efforts in the area of inservice; inservice is increasingly vulnerable on the "services to go list" because of the widely held belief that "inservice has been a failure".

Suggested Policy of Action

There are 25 teacher corps or RRC centers in Illinois: do LEA's know of their existence? ISBE should aggressively promote public awareness of centers and coordinate other resources of the state so they will be used efficiently for inservice. An allocation of a substantial percentage of block grants should be made to meet professional training needs of educators.

Agencies or Groups Responsible

I.S.B.E., L.E.A.'s, Teacher Corps, R.R.C.'s

ISSUE X: Staff development activities impose a hardship on a school system when teachers are out of classes. When workshops are held after school or on Saturday, teachers are tired, unresponsive, or absent.

Suggested Policy of Action

The school year should be lengthened to include time for staff development before and after the academic year begins or ends. Inservice days should be interspersed throughout the school year.

Agencies or Groups Responsible

Local School Boards, I.S.B.E., Legislature

ISSUE XI: Some school districts in Illinois are small and do not have resources available for quality staff development programs.

Suggested Policy or Action

Several small districts may or may not coordinate staff development activities through the regional superintendents office and combine efforts in meeting the needs expressed by schools. Colleges could be assigned to regional offices on an equitable basis.

Agencies or Groups Responsible

L.E.A.'s Colleges/Departments of Education, I.S.B.E.

ISSUE XII: I.S.B.E. guidelines for efficient and effective staff development programs in local school districts are inadequate and many of these programs do not include an evaluation of their effectiveness nor provisions for adequate compensation for teachers. Record keeping is minimal to non-existent in many situations.

Suggested Policy or Action

The I.S.B.E. should develop and implement quidelines which continue to allow for creativity by local school districts but address themselves to the issues as stated. More direction is necessary and teachers, support personnel, and administrators, must have released time with pay and/or college credit.

Continuing Education Units (C.E.U.'s) may also be tied to certificate renewal.

Agencies or Groups Responsible

I.S.B.E., L.E.A.'s, Colleges/Departments of Education

SCHOOL BOARD

Final Draft for:
"Panel of Panels"
Springfield Hilton
December 6-7, 1982

UNDERGRADUATE TEACHER PREPARATION

RECRUITMENT INTO TEACHER PREPARATION PROGRAMS

ISSUE I: Current data indicate that little is being done presently to attract the better students into teacher preparation programs with the result that fewer students elect to enter teaching and many of those who do enter show evidence of lower academic ability.

Suggested Policy or Action

Launch a campaign through the principals, teachers, and guidance counselors in public schools and in the media on local, state, and national levels to improve the public image of teachers.

Areas of excellence in curriculum and instruction should be recognized and publicized.

High school students who demonstrate ability in science and mathematics or other curricular areas in short supply should be awarded scholarships to enter teacher education programs in these curricular areas.

Fellowships could be granted to inservice teachers on a competitive basis for part-time graduate study to become qualified in another field of interest which is needed in the school system. These teachers could come from elementary or secondary levels in the school system. Fellowships should be awarded on a competitive basis.

Teacher education programs should be improved by offering more challenging and intellectually stimulating courses.

In the promotion of teaching as a career, emphasis could be placed on the premise that a teacher education background serves a dual function:

a) a lifetime career in teaching,
b) as a preparation for life/other types of careers in business or social service.

Agencies or Groups Responsible

L.E.A.'s, Colleges/Departments of Education, I.S.B.E.

UNDERGRADUATE TEACHER PREPARATION

ASSESSMENT IN TEACHER PREPARATION PROGRAMS

ISSUE I: The first quality control point for initial assessment deals with entrance requirements into teacher education programs which are not viewed as adequate. These requirements do not provide sufficient assurance that those who are admitted have the potential to become effective teachers.

Suggested Policy or Action

There should be strict and uniform standards for entrance into teacher education programs in the state of Illinois.

Groups or Agencies Responsible

Colleges/Departments of Education, I.S.B.E.

ISSUE II: There is little evidence that those who teach professional preparation courses in Colleges/Departments of Education actually place and supervise their students in the public schools with the result that they are imposing an unnecessary hardship upon the L.E.A.'s. Potential teachers in these classes are not receiving maximum benefits from this experience and meaningful assessment is often lacking.

Suggested Policy or Action

Competency-based programs would provide opportunities for prospective teachers to benefit from diagnostic/remediation procedures in their courses. These competencies for teaching effectiveness should be stated and articulated into the curriculum. Students should be afforded opportunities to demonstrate them as part of their assessment prior to completion of the program.

The 100 hours clinical experience should be supervised by the professors teaching the courses. Their students should be allowed to observe as well as contribute to the learning experiences of public school students under the classroom teacher's direction i.e., helping with small groups or individuals. Care should be taken not to place too many students in a class in order not to cause an unnecessary disturbance in the school.

Student-teaching should be for a minimum of one semester. A competency-based student teaching experience should be instituted in Illinois so that prospective teachers can demonstrate skills documented by research as essential to effective teaching at all levels. Extended time for student teaching should be subsidized by the parties involved.

Agreements for student-teaching should be three-party contracts involving the student, the university, and the host district.

Criterion-referenced supervision, on the part of college professors, should be frequent and effective as it relates to working with student-teachers, cooperating teachers, and others in the schools.

Colleges/departments of education should administer an exit examination prior to the recommendation for certification. The exit exam would include documentation of the acquisition of competencies considered essential to the teaching process. It is recommended that standard setting, with input from receiving agencies, be left mostly to the I.H.E.

Agencies or Groups Responsible

I.S.B.E., L.E.A.'s/Local School Boards, I.H.E.

ISSUE III: Professors in colleges/departments of education may need staff development in order to demonstrate the teaching competencies and supervisory practices in the professional courses they teach and should employ in the supervision of clinical and student teaching experiences.

Suggested Policy or Action

All full-time Education Department faculty and administrators serve, at least once every five years, one-half day per week for a semester, in a public school performing duties related to his or her college teaching responsibilities.

Supervisory skills as they relate to practices in the public schools need to be updated.

Agencies or Groups Responsible

I.S.B.E., I.H.E.'s

GRADUATE PREPARATION

RECRUITMENT INTO GRADUATE SCHOOLS

ISSUE I: The requirements for admission into graduate schools and programs within the schools vary in Illinois and do not provide an adequate assessment of the applicant's potential to become effective school administrators and counselors.

Suggested Policy or Action

The mechanics should be developed to encourage L.E.A.'s to identify strong candidates for further administrative training rather than the self-selection process now in use.

Specified criteria or requirements should include prior certification with successful classroom teaching experience along with recommendations from the local school district as to the candidate's human relations skills and leadership potential.

Longitudinal data or follow-up procedures should be instituted to determine the graduate's success in administrative or counseling positions so that graduate schools can evaluate their admission standards.

Agencies or Groups Responsible

L.E.A.'s, Local School Boards, Colleges/Departments of Education

ISSUE II: The curricula in graduate programs for administrators, supervisors and counselors do not always include provisions for the development of competencies considered essential for these positions in public school systems.

Suggested Policy or Action

Competencies necessary for the effective performance of principals, supervisors, and counselors should be identified from research literature and be included in courses taught in the graduate programs.

Much of this course work can be taught more effectively in the school setting during an extended internship.

Local school boards should recognize their responsibility to Colleges/Departments of Education by providing accurate and timely reports to the institutions concerning the effectiveness of their graduates in these areas. Graduate schools may use this information to assist in evaluating program effectiveness.

Agencies or Groups Responsible

I.S.B.E., Colleges/Departments of Education, L.E.A.'s

ISSUE III: There appears to be a considerable delay between the awarding of an advanced degree and actual job procurement in administrative, supervisory, and counseling positions. The average for the state of Illinois is five years.

Suggested Policy or Action

Appropriate and current staff development procedures should be scheduled for the period between completion of a program and employment. In this manner, candidates who are certified and who apply for administrative, supervisory or counseling positions, will have had recent training experiences.

Agencies or Groups Responsible

L.E.A.'s, Colleges/Department of Education, I.S.B.E.

ISSUE IV: The studies indicate that declining enrollments in colleges/departments of education are resulting in an excess of faculty and space in many of the colleges and universities. Possible results of excess capacity may include a loss of administrative staff and programs of poor quality and scope.

Suggested Policy or Action

Each public institution in the state of Illinois which is supported by the taxpayers should be reviewed and assessed regarding capacity and enrollment. Adjustment regulations must be made and enforced when and where indicated.

The over-all picture in teacher education should be studied carefully before recommendations are made for improvement.

Considerations should be given to the possibility of a specialization of mission and goals to reduce overlapping and competing services.

Financial and other incentives for the re-direction of staff and resources should be provided.

Agencies or Groups Responsible

I.S.P.E., I.H.E.'s

PUBLIC SCHOOL DISTRICTS

RECRUITMENT AND RETENTION INTO TEACHING AND OTHER SCHOOL DISTRICT POSITIONS

ISSUE I: The negative public image of "teaching as a career" is resulting in fewer students in high schools and colleges electing to prepare themselves for the education profession. The data also suggest that many of those who do enter teaching are not among those who are the most promising candidates for teaching.

Suggested Policy or Action

Provide competitive entry-level salaries and increase the salaries for all teachers.

Wage a campaign to promote the benefits of teaching as a career by highlighting the contributions of teachers in the school and community. Positive aspects of teaching may include such things as 200 days of work annually, same vacation schedule as school-age children, no need to commute long distances, and the career can be interrupted when necessary and resumed without penalty in most places (i.e. childbirth, advanced degree, etc.).

Agencies or Groups Responsible

L.E.A.'s, Local School Boards

ISSUE II: Many certificated and/or highly qualified prospects for teaching positions in local districts are available on a part-time basis. Current tenure laws effectively preclude recruitment from this pool of teachers. Others with degrees and strong backgrounds in such subjects as science and math are not able to teach until professional background is secured.

Suggested Policy or Action

Former teachers should be identified by personnel directors in school districts/regions for employment on a part-time basis or for substitute work.

College graduates with backgrounds and skills in areas of critical shortage should be encouraged to take the professional courses necessary for certification. A demonstration of competencies considered essential to effective classroom teaching should be a major part of these requirements. Course work should be concentrated/telescoped into two or three-week segments and delivered in convenient locations.

Special targeted programs should be designed at the graduate level for those who desire to re-enter the teaching profession; who elect to pursue a career change; or who simply wish to renew certificates for part-time teaching responsibilities.

Agencies or Groups Responsible

I.S.B.E., L.E.A.'s, Colleges/Departments of Education

ISSUE III: Teaching is perceived to be a "career-less" profession which does not reward productive and talented teachers. There are few provisions made for moving up the ladder in teaching per se.

Suggested Policy or Action

In order to recruit and retain excellent teachers, the teaching career should be restructured with clearly designated and defined professional ranks or a differentiated staffing format. Commensurate increases in salary should accompany each step up the ladder. In this way, more of the capable teachers will be able to afford to remain in the classrooms and longevity would cease to be the only method through which a teacher could receive salary increases. The national average salary for teachers is $18,000. This must be improved soon.

Agencies or Groups Responsible

I.S.B.E., L.E.A.'s

ISSUE IV: It is difficult to retain the better teachers because of the competition between the need to increase beginning teacher's salaries and to upgrade the yearly increments for long-term teachers.

Suggested Policy or Action

Long-term teachers should be given priority over beginning teachers in the salary pool in order to keep these people in the classrooms.

Agencies or Groups Responsible

Local School Boards/School Systems

ISSUE V: There is evidence to the effect that salaries alone will not serve to retain the best teachers in the classrooms.

Suggested Policy or Action

Competitive "beginning" and "long-term teacher" salaries with fringe benefits should be provided. Recognition for excellence, and technical assistance when necessary, should also be available and fostered in the school district, and the school itself. Community support of teachers and schools is essential.

Agencies or Groups Responsible

Local School Boards, L.E.A., Community Organizations

PUBLIC SCHOOL DISTRICTS

ASSESSMENT OF ON-THE-JOB-PERFORMANCE

ISSUE I: Formal evaluation procedures for certificated personnel in school districts are not usually viewed as being effective due to the inadequacy of evaluation instruments, the frequency of evaluations, and the supervisory process in general.

Suggested Policy or Action

Criteria should be identified from "job specific" research (i.e. teachers, principals, counselors) which discriminate between those whose performance is or is not satisfactory. These criteria should be included in the assessment instruments.

Evaluations should be of sufficient frequency to allow time for the identification and remediation of problems.

The supervisory process should be thorough and include time for conferencing and writing reports.

Agencies or Groups Responsible

I.S.B.E., L.E.A.'s, I.H.E.

ISSUE II: The evaluation of on-the-job performance is not usually considered to be beneficial in terms of improving instruction.

Suggested Policy or Action

The evaluation of teachers, administrators, and other certificated personnel in the schools should be linked to "needs" assessments and be used for improving on-the-job performance.

Programs and areas of excellence in the schools may also be identified in the evaluation process and proper recognition given to re-establish credibility in the communities they serve.

Beginning/probationary teachers should be supervised and evaluated frequently for the purpose of providing technical assistance when necessary. Final decisions regarding retention must be based upon documented evidence of successful or inadequate performance in the classroom. This process must be clarified by the I.S.B.E., working with L.E.A.'s and representatives of professional organizations.

In the evaluation of tenured teachers, technical assistance should also be available when indicated.

Principals, counselors and supervisors should be assessed annually upon predetermined criteria.

Agencies or Groups Responsible

L.E.A.'s, I.S.B.E., I.E.A., I.F.T.

ISSUE III: Accountability in the schools for the purpose of insuring excellence at all levels requires an adequate and well-trained staff. Many school systems in Illinois have cut back on this function resulting in too few supervisors and administrators. Those who are in these positions may not have sufficient time or the expertise to do the job.

Suggested Policy or Action

Local school boards should determine the availability of properly trained staff to accomplish school, district, and regional goals regarding the improvement of instruction for their students. The I.S.B.E. should develop guidelines for appropriate supervisory ratios.

Agencies or Groups Responsible

L.E.A.'s, I.S.B.E., I.A.S.A.

PUBLIC SCHOOL DISTRICTS

CONTINUED PROFESSIONAL/STAFF DEVELOPMENT

ISSUE I: Staff development, as presently implemented in local school districts and regions, is generally fragmented and not as effective as is necessary in these rapidly changing times.

Suggested Policy or Action

Local school districts/regions should prepare a long-range five-year staff development plan based upon "needs" assessments in the schools. The I.S.B.E. should formulate guidelines for plan development while leaving room for local initiative and providing for a collaborative effort between L.E.A.'s, and I.H.E.'s.

Agencies or Groups Responsible

Local School Boards, I.S.B.E., L.E.A.'s, Colleges/Departments of Education

ISSUE II: Staff development programs are not often related to the formal evaluation process for certificated personnel.

Suggested Policy or Action

Each L.E.A. will be required to have a formal evaluation process in place for tenured staff with an individualized current plan on file for all teachers. Conformance should become a requirement for L.E.A. accreditation.

Agencies or Groups Responsible

L.E.A.'s, I.S.B.E.

ISSUE III: The lack of meaningful collaboration among L.E.A.'s and I.H.E.'s because of communication problems and inadequate leadership from the I.S.B.E., is resulting in the counterproductive use of resources at all three levels.

Suggested Policy or Action

L.E.A.'s and I.H.E.'s should be given clear guidelines from the I.S.B.E. for collaboration in developing, delivering and evaluating staff development programs in the state of Illinois.

Agencies or Groups Responsible

I.S.B.E., L.E.A.'s, I.H.E.

ISSUE IV: Staff development programs are not always successful in improving performance and student learning.

Suggested Policy or Action

The achievement of district goals in terms of student achievement is the only reason for the expenditure of time and money on staff development. It would follow that the evaluation of the effectiveness of programs and staff in terms of learner achievement should be structured and implemented in the public schools of Illinois. This recommendation is based upon the assumption that all staff members must work toward improvement in the quest for excellence.

Agencies or Groups Responsible

I.S.B.E., L.E.A.'s

ISSUE V: The preparation or re-training of school personnel for new or expanded assignments is not presently built into staff development programs on an integrated and sequential basis.

Suggested Policy or Action

Programs should be designed for the preparation of staff for new or expanded assignments. As the needs of society change, schools must meet these requirements in an economical and timely manner. It is also recommended that L.E.A.'s explore the interface possibilities with the private sector in a mutually beneficial staff development endeavor.

Agencies or Groups Responsible

Business and Industries, L.E.A.'s, I.S.B.E., I.H.E.'s

ISSUE VI: Administrators in the public schools may require additional assistance in evaluating programs and staff, particularly the probationary teachers.

Suggested Policy or Action

Master teachers should be granted sabbatical leaves to receive advanced and current training in criterion - referenced supervision. These teachers may work part-time during the academic year in providing technical assistance to beginning/probationary teachers, under the direction of the principal. These teachers may also wish to update knowledge in field or teaching skills.

Agencies or Groups Responsible

L.E.A.'s, Colleges/Departments of Education, I.S.B.E.

ISSUE VII: Funding for expanded staff development programs is not adequate.

Suggested Policy or Action

The federal government should be encouraged to further consolidate categorical funds for staff development. Likewise, the federal government should be encouraged to review and relax funding regulations.

The state legislature should establish in the Higher Education Budget, a separate category of staff development funding to be administered by the I.S.B.E. Current Institute Funds should be redirected to the I.S.B.E. Consolidated staff development funds should be available to implement the L.E.A.'s plan, based on predetermined criteria. Emphasis should be given to on-site staff development programs.

A portion of the staff development money allocations should be set aside to fund seven additional staff development days (up to 12 total days) for districts submitting approved projects. This provision will not reduce pupil contact days but will provide salary adjustments for days added to the school calendar which should eventually result in a 200 day work year.

Agencies or Groups Responsible

I.S.B.E., L.E.A.'s, I.H.E.'s, State Legislature

ISSUE VIII: Local school districts are not usually consulted by representatives of I.H.E. regarding the identification of personnel for advanced training, certification, or degrees.

Suggested Policy or Action

L.E.A.'s should be encouraged, as part of the staff evaluation process, to assist in identifying individuals who have demonstrated a clear potential for becoming strong administrative and instructional leaders in the schools and communities they serve.

A collaborative effort should be worked out with I.H.E. which would be mutually beneficial.

Agencies or Groups Responsible

L.E.A.'s, Colleges/Departments of Education

ISSUE IX: Recertification requirements are inadequate in the state of Illinois.

Suggested Policy or Action

Periodic recertification must be contingent, in part, upon addressing needs as identified in individual and district staff development plans.

Agencies or Groups Responsible

I.S.B.E., L.E.A.'s, I.H.E.

ISSUE X: Staff development programs in Illinois are "out of sync"! There is little organization and no clear guidelines or focus with the result that money is being wasted and the job is not being done.

Suggested Policy or Action

The I.S.B.E. will conduct an analysis of the current system of "teaching centers" and other regionalized staff development organizations with the goal of consolidating, eliminating overlap and duplication, etc., and providing a focus for staff development services. Regional development centers should replicate state efforts at resource brokerage, communication/coordination, information dissemination, etc. "One-shot" inservice offerings are usually time-wasting, inadequate and expensive. They should be eliminated!

The E.S.R. role as a staff development resource should be service oriented and non-regulatory in nature without specific funding or fees.

Revenues generated by teacher certification, and used by Regional Superintendents for staff development, should be re-directed. Regional Superintendents currently receive $4.00 per teacher annually and this money should be distributed to the L.E.A.'s on the basis of approved plans.

Additional funds for staff development programs should be allocated and released to L.E.A.'s by the I.S.B.E. upon approval of the five-year plans.

Agencies or Groups Responsible

I.S.B.E., L.E.A.'s

ISSUE XI: Staff development programs of the magnitude described by the school board panel will require strong leadership from the I.S.B.E. and L.E.A.'s. Specific training will be essential for the evaluation of instruction to improve the learning environment for students.

Suggested Policy or Action

Research on competencies for teacher and principal/supervisor effectiveness should be used to develop evaluation systems. "Trainers" should be prepared to work in schools to insure that the system is properly implemented.

Committees should be formulated to determine who will "train the trainers" and how this must be done to ensure that the evaluation system is properly implemented as a basis for effective staff development.

Agencies or Groups Responsible

I.S.B.E., Colleges/Departments of Education, L.E.A.'s

HIGHER EDUCATION

UNDERGRADUATE TEACHER PREPARATION

RECRUITMENT INTO TEACHER PREPARATION PROGRAMS

Final Draft for:
"Panel of Panels"
Springfield Hilton
December 6-7, 1982

ISSUE I: In the state of Illinois, there are current shortages of teachers in certain curricular areas and surpluses in others.

Suggested Policy or Action

Incentive plans should be instituted to encourage talented students to enter teaching in such areas as science and mathematics. Loans to promising college students to assist in preparing for teaching would enable them to enter teaching programs in areas of critical shortage. These loans should be fully or partially forgiven after the teacher has taught for a specified length of time in the state.

Demographic data related to the availability of jobs in various areas of Illinois should be compiled by the I.S.B.E. periodically and sent to L.E.A.'s and I.H.E.

Agencies or Groups Responsible

L.E.A., I.B.H.E., Legislature, I.H.E.

ISSUE II: The public perception of teaching as a profession is low and has a negative effect upon the number of talented students who aspire to become teachers.

Suggested Policy or Action

The importance of teaching as a career be enhanced by improving salaries. Media coverage of the many contributions teachers make to society would also assist, particularly if this coverage also emphasized the importance of education to our survival as a nation and to our democratic way of life in this technological era.

Agencies or Groups Responsible

L.E.A.'s, Communities, Local School Boards, I.S.B.E., I.H.E.'s, Legislature

ISSUE III: Recruitment into teacher preparation programs in colleges/departments of education in Illinois is viewed as being inconsistant and inadequate in most instances.

Suggested Policy or Action

The I.S.B.E. review standards for admission to teacher education programs in the program approval process and establish minimum criteria for admission. Students should be recruited from high schools as well as from freshmen and sophmores at the universities, colleges, or community colleges who meet these criteria or those set by the I.H.E., if higher than minimum requirements for admission to teacher education programs.

Agencies or Groups Responsible

I.S.B.E., I.H.E.'s, Community Colleges

ISSUE IV: The public schools are not generally encouraging their graduates to enter the teaching profession.

Suggested Policy or Action

Counselors, teachers and administrators should stress the career advantages of teaching and encourage talented students to enter the profession at both the elementary and secondary levels.

Attractive and appealing recruitment materials should be prepared for attracting high quality students into the teaching profession. These should be distributed by guidance counselors in the schools.

Consideration should be given to organizing teaching clubs for high school students in each school. Students in these organizations would then assist teachers at all levels on a limited basis utilizing a cross-aging or tutorial type format.

Agencies or Groups Responsible

I.H.E., L.E.A.'s, Community organizations

ISSUE V: Students applying for admission to teacher education programs often have not taken sufficiently challenging courses in high school. Further, students who have taken less challenging courses frequently achieve higher grades and class than those

who take more difficult courses. The current system results in students meeting class rank qualifications but needing remedial work.

Suggested Policy or Action

High schools should establish a system of weighting which does not put the students who take difficult courses at a disadvantage particularly regarding the G.P.A. and rank in class.

Agencies or Groups Responsible

I.S.B.E., L.E.A.'s

UNDERGRADUATE TEACHER PREPARATION

ASSESSMENT IN TEACHER PREPARATION PROGRAMS

ISSUE I: Many students electing to enter teacher education programs lack an adequate background for college work.

Suggested Policy or Action

A common body of knowledge as represented by a college high school preparatory program or its equivalent should be required. Such a program should include:

Foreign Language	2 years
Math	2 1/2-3 years
Science, including laboratory courses	2-3 years
English, including rhetoric and grammar	3-4 years
History, including government, special studies World History and 3rd World History	4 years

Agencies or Groups Responsible

Institutions of Higher Education via self-governance and self-regulations in keeping with I.S.B.E. standards and criteria

ISSUE II: Public concern regarding the quality of preservice programs for the professional preparation of teachers in Illinois is based upon insufficient and at times erroneous information.

Suggested Policy or Action

Documentation of the positive aspects of teacher preparation programs, should be compiled from the reviews by I.S.B.E., N.C.A.T.E., and the North Central Association of Colleges, and Schools. The rigors of the Program Approval Process, with results, should be publicized in Illinois.

Agencies or Groups Responsible

I.S.B.E., I.H.E.'s, Media - both local and statewide

ISSUE III: Requirements for teacher certification in Illinois.

Suggested Policy or Action

Colleges/Departments of Education with approved teacher education programs in Illinois should assume the responsibility of developing their own procedures for assessing candidates prior to recommending candidates within the parameters of I.S.B.E. specifications. These procedures would assess academic preparation and, together with a documentation of the student teaching performance, and overall achievement levels of the student, would provide the basis for the recommendation for certification.

Agencies or Groups Responsible

I.S.B.E., I.H.E.'s

ISSUE IV: There is insufficient information regarding evidence for the unsatisfactory performance of teachers who are terminated as these reasons relate to their undergraduate preparation.

Suggested Policy or Action

Specific information or problem statements related to charges of inadequate preservice preparation of teachers in Illinois should be obtained by I.S.B.E. prior to the development of solutions.

"Teacher effectiveness research" should be reviewed to identify knowledge and competencies necessary for beginning teachers to possess. These competencies should be integrated into the professional course requirements in the event that they are not already included.

The possibility of unrealistic demands being placed upon beginning/probationary teachers by L.E.A.'s should be investigated and, if present, mitigated. I.H.E.'s should not be required to bear the burden of an alleged lack of quality of beginning personnel in the classrooms alone.

Agencies or Groups Responsible

L.E.A.'s, I.S.B.E., Colleges/Departments of Education

ISSUE V: The impact of special interest groups upon the requirements for certification often imposes an additional hardship--i.e. fragmentation and "add on" courses in both elementary and secondary teacher preparation programs.

Suggested Policy or Action

An ad hoc study group should be commissioned to examine general distribution requirements and professional preparation courses in teacher education. This study should result in a revision of, and balance in, the preservice elementary and secondary curriculum. This could be part of the I.S.B.E. study of mandates.

Agencies or Groups Responsible

I.S.B.E., Board of Higher Education, I.H.E.

ISSUE VI: Areas of specialization are not presently required of elementary education majors resulting in low marketability and the possibility of inadequate instruction in departmentalized classes particularly in the upper grades.

Suggested Policy or Action

One or two areas of concentration should be required of all who major in elementary education in the state of Illinois.

Since elementary certification is through grade nine, such a requirement would provide a broader preparation for classroom instruction. It would also help alleviate administrative constraints in the deployment of teachers and staff during times of financial exigency.

Agencies or Groups Responsible

I.S.B.E., I.H.E.

ISSUE VII: The responsibility of higher education regarding the quality of teachers in the public schools of Illinois.

Suggested Policy or Action

Standards for areas which are under the purview of higher education should be established to insure quality control at five points; 1) admission to the college or university; 2) entrance into approved programs for teacher education; 3) professional courses relating to diagnostic/prescriptive procedures in the 100 hour clinical experience; 4) admission to student teaching such as G.P.A. of 2.5 and demonstrated proficiency in writing, speaking, interpersonal relations, mastery of areas of specialization, emotional stability etc. and, 5) recommendation for certification.

Agencies or Groups Responsible

I.S.B.E., Colleges/Department of Education

ISSUE VIII: There is a need for a more effective coordination between teacher education programs and public schools.

Suggested Policy or Action

An operational framework should be developed which would promote an efficient and effective coordination between programs and personnel in public schools and in colleges and universities.

Advisory Councils comprised of administrator and faculty members from cooperating schools and colleges should develop a closer working relationship for the purpose of reviewing and revising programs related to the clinical and student teaching experiences. This Advisory Council would provide the organization to enable colleges to receive imput for the strengthening of general and special methods course offerings.

Agencies or Groups Responsible

L.E.A.'s, I.H.E.'s, I.T.C.B., I.B.H.E.

GRADUATE PREPARATION

RECRUITMENT INTO GRADUATE SCHOOLS

ISSUE I: The need for improving the leadership qualities and practices of educational personnel in administration and guidance in public schools.

Suggested Policy or Action

Closer ties between a formal study of theory and inquiry in the clinical settings in the public schools should be created. The curriculum should be kept current through close collaboration with the L.E.A.'s.

The graduate internship should be structured to include more quality time in the school.

Competencies for effective principals should be identified and included in formal course work. Practice in on-the-job activities should be built into the program at all levels of study.

Agencies or Groups Responsible

L.E.A.'s, I.H.E.'s, I.S.B.E., I.T.C.B.

ISSUE II: The lack of qualified students in graduate programs in education.

Suggested Policy or Action

Well qualified students could be motivated to enter graduate programs in education by: 1) publishing and disseminating information depicting the merits of approved programs in graduate education in Illinois; 2) making loans available to graduate students in education with forgiveness features based on effective service in the public schools; and 3) by developing state tax incentives.

Agencies or Groups Responsible

I.S.B.E., I.H.E., Legislature

ISSUE III: There is a need for more selectivity in the acceptance of graduate students into advanced degree programs in education.

Suggested Policy or Action

Entrance requirements for approved graduate programs, such as scores on the G.R.E. and Miller's Analogy Test, should be reviewed by the I.S.B.E. and I.H.E. On the basis of these findings, institutions may need to adjust their entrance requirements to higher levels in order to maintain standards which are clearly graduate level.

L.E.A.'s should assist in the identification of potential graduate students with leadership ability and such other qualities as may be designated as entrance requirements by I.H.E.

Policies for leaves of absence with matching funds may also serve as an incentive to attract quality graduate students.

Agencies or Groups Responsible

I.S.B.E., I.H.E., L.E.A.

ISSUE IV: Recommendations for certification in administration, supervision and counseling.

Suggested Policy or Action

The I.S.B.E. and I.H.E. should carefully study quality control at the following points in graduate programs: 1) admissions; 2) course/field work; 3) at the time of the granting of the degree; and 4) recommendation for certification. Recommendations for improvement should be made, implemented, and monitored through program approval process.

Consideration should be given to granting provisional certification for two years; full certification may be granted after two successful years of work as an administrator or supervisor in the public school systems.

Agencies or Groups Responsible

I.S.B.E., I.H.E., L.E.A.

ISSUE V: The I.S.B.E. Program Approval process as it related to academic background and public school experience of the graduate faculty in Colleges/Department of Education.

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Suggested Policy or Action

A review of the mission or goals of the college/university should be conducted as it relates to program offerings in education.

Information should be provided to the I.S.B.E. which substantiates an adherence to the stated policy/mission of I.H.E. regarding graduate programs in education, particularly in faculty recruitment, evaluation, tenure and promotion practices of the college/university.

Provisions should be made, if necessary, for the graduate faculty to up-date public school background and expertise which relates to the graduate courses taught--i.e. counseling, supervision, administration, and school-related research.

Agencies or Groups Responsible

I.H.E., I.S.B.E.

PUBLIC SCHOOL DISTRICTS

RECRUITMENT INTO TEACHING--OTHER SCHOOL DISTRICT POSITIONS

ISSUE I: Salaries for beginning teachers are not competitive nor do many of the effective teachers find it financially rewarding to remain in the classrooms.

Suggested Policy or Action

Salaries should be increased for both beginning and experienced teachers. A type of differentiated staffing format with differential pay attached to each level should be implemented.

Supply and demand should be a component of the salary schedule in order to attract teachers in areas of critical shortage such as science and math.

Agencies or Groups Responsible

L.E.A.'s, I.H.E.'s, I.S.B.E., I.T.C.B.

ISSUE II: Provisional certification of teachers in areas of demand.

Suggested Policy or Action

College programs should be developed to provide professional course requirements that are a part of the approved certification programs in the state of Illinois for people with degrees in such curricular areas as science and mathematics. These courses should be concentrated into convenient time frames. The content of these courses should be identical to the content in the presently approved programs.

Agencies or Groups Responsible

I.S.B.E., L.E.A.'s, Colleges/Departments of Education

ISSUE III: The retention of teachers is a problem in Illinois.

Suggested Policy or Action

The environment in the school and classroom should be made safe and conducive to teaching and learning.

Class size should be taken into consideration along with the area/s taught as well as expectations for assisting in co-curricular activities.

Classroom teachers should have the authority to implement humane discipline procedures in the classrooms and be provided strong administrative and community support.

Students who are disruptive in the regular classroom should be removed to an area where the student cannot interfere with other students in the learning process.

Agencies or Groups Responsible

L.E.A.'s, I.S.B.E.

PUBLIC SCHOOL DISTRICTS

ASSESSMENT OF IN-SCHOOL AND DISTRICT HIRING PRACTICES

ISSUE I: The hiring practices in many local school districts must be improved upon to insure the selection of quality personnel at all levels.

Suggested Policy or Action

Each local school district should have a written policy concerning hiring practices along with a job description for each professional, support, and service position.

A system should be established in local school districts to monitor hiring practices which must conform to state rules and regulations. Interviews for teaching positions should be conducted by personnel in various positions in the school such as other teachers and department grade level chairpersons. In this way, those who work with the teacher will have imput in the selection process.

Agencies or Groups Responsible

L.E.A.'s, I.S.B.E., Local School Districts

ISSUE II: There is evidence that the connection between local school districts and teacher education programs should be strengthened regarding hiring practices to insure obtaining quality personnel.

Suggested Policy or Action

Local districts should state anticipated job openings as well as expectations or criteria for positions. This will assist individuals seeking employment as well as I.H.E.'s in making appropriate recommendations for quality personnel.

Agencies or Groups Responsible

L.E.A.'s, I.H.E.'s

ISSUE III: Teachers who transfer to Illinois from other states may have a negative effect on the quality of personnel in our schools.

Suggested Policy or Action

Prospective school personnel who have completed programs in other states must undergo careful transcript evaluation to insure that they have had training comparable to that of persons completing approved teacher or administrative programs in Illinois. If not, this training must be obtained prior to certification and employment.

Agencies or Groups Responsible

I.S.B.E.

ISSUE IV: The probationary period prior to a tenure decision is too short to provide adequate information for a fair and equitable treatment of the beginning teacher.

Suggested Policy or Action

The probationary period should be extended in order that the administrative staff is afforded sufficient time to provide technical assistance as well as time for remediation when needed.

The criteria for granting or withholding tenure should be specified and adhered to in this process. The I.S.B.E. in collaboration with L.E.A.'s and the I.H.E. should develop explicit criteria to assess teaching performance and provide professional development funds and plans to support the necessary inservice programs.

Recommendations for new teachers should always be obtained by the L.E.A. from the I.H.E. regarding academic performance and during student teaching.

Agencies or Groups Responsible

I.S.B.E., L.E.A.'s, I.H.E.'s

PUBLIC SCHOOL DISTRICTS

ASSESSMENT OF ON-THE-JOB PERFORMANCE

ISSUE I: Current evaluation procedures for professional public school teachers and other certificated personnel in Illinois are not sufficiently systematic and do not effectively improve on-the-job performance.

Suggested Policy or Action

The I.S.B.E. should establish a comprehensive process for the assessment of performance which will result in continuing professional development of professional educators based on "needs" assessments.

Criteria should be identified from research that relate to successful teaching performance. This must be tied to assessment instruments and technical assistance. This should be delivered in a timely manner through local Professional Development Centers.

Colleges/Departments of Education would provide appropriate services through collaboration with the Professional Development Centers of the local school districts/regions.

Agencies or Groups Responsible

I.S.B.E., L.E.A.'s, I.H.E.'s

ISSUE II: Evidence collected for use in making retention or dismissal decisions for probationary teachers is often inadequate and may include inappropriate kinds of information.

Suggested Policy or Action

Criterion-referenced supervision should be used over a period of time sufficient to allow for remediation as indicated.

The Professional Development Center should perform regulatory and assistance types of functions during the probationary period. Administrators should include other personnel in the summative evaluation or final decision-making process.

Agencies or Groups Responsible

L.E.A.'s, I.S.B.E.

ISSUE III: On-the-job assessments of tenured teachers are not sufficiently frequent nor are they specifically designed for the purpose of improving instruction.

Suggested Policy or Action

Tenured teachers should be evaluated on a systematic schedule for continuing professional development. Some teachers may wish to obtain certification in other curricular areas where the need exists. Colleges/Departments of Education should design programs for the purposes as stated on a collaborative basis with L.E.A.'s.

Assessment of on-the-job performance should be a tool to aid professional development as well as to support retention-dismissal decisions. Beyond the initial probationary period, the two functions must be discrete. It is recommended that both self-analysis and peer review be involved in the assessment process.

Agencies or Groups Responsible

L.E.A.'s, I.H.E.'s, I.S.B.E., Legislature

PUBLIC SCHOOL DISTRICTS

CONTINUED PROFESSIONAL DEVELOPMENT (INSERVICE EDUCATION)

ISSUE I: Full certification is currently awarded prior to the demonstration of satisfactory teaching performance during the probationary period for beginning teachers.

Suggested Policy or Action

Provisional certificates should be granted to beginning teachers and full certification be recommended only when tenure is earned.

Agencies or Groups Responsible

I.S.B.E., L.E.A.'s, I.H.E.'s

ISSUE II: Effective continued professional development programs for beginning teachers are inadequate in most cases because of the lack of concise plans, funding, administrative personnel, and the expertise to do the job.

Suggested Policy or Action

A workable plan for the continuing professional development of beginning teachers should be developed by the I.S.B.E. in collaboration with representatives from L.E.A. and I.H.E.

Agencies or Groups Responsible

I.S.B.E., L.E.A.'s, I.H.E.'s

ISSUE III: The simultaneous implementation of several continuing professional development programs results in fragmentation and ineffective programming.

Suggested Policy or Action

Long range plans for local school districts should be developed following guidelines set forth by the I.S.B.E. for continuing professional development programs. Approval of individual district or regional plans should be accompanied by sufficient funds to do the job.

Colleges/Departments of Education should be available to assist in the development and interpretation of "needs" assessments and programs for meeting the long and short range goals as stated.

Agencies or Groups Responsible

L.E.A.'s, I.H.E.'s, I.S.B.E., Legislature

ISSUE IV: Many of the staff development offerings are provided on a regional or district level and do little to solve problems in the school and classroom.

Suggested Policy or Action

Continuing professional development should be individually tailored when results of assessments indicate that this is necessary. Individual records should be kept and credit given for the completion of courses, seminars, etc.

"In-school" inservice is recommended because it has been found to be very effective. When the principal and faculty are committed to a particular type of inservice or change based upon a schoolwide, departmental or grade-level concern, results are generally positive.

Adequate funding is essential to support an organizational framework for the delivery of inservice programs. An effective continuing professional development program will do much to alleviate problems related to the quality of personnel in the public schools of Illinois.

Agencies or Groups Responsible

I.S.B.E., Legislature, L.E.A.'s, I.H.E.'s

ISSUE V: Institutions of Higher Education with teacher education programs are not fully utilizing resources at their disposal for relevant continuing professional development services to local school districts.

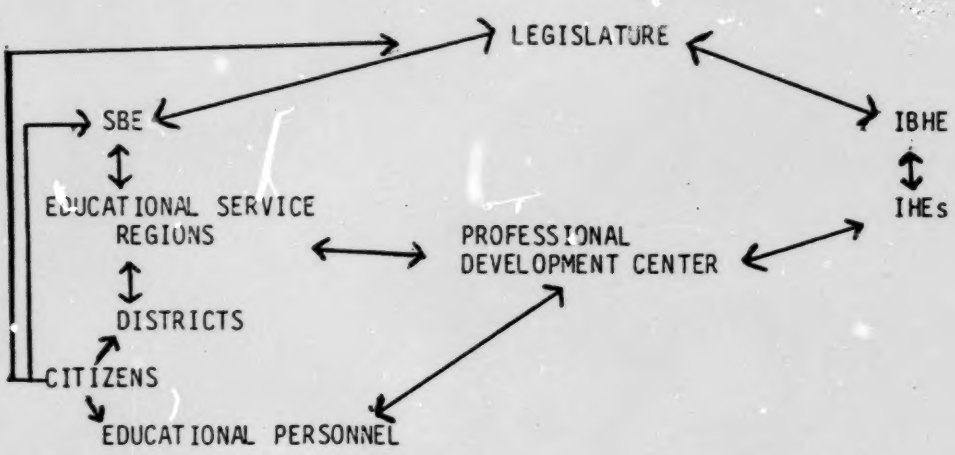
Suggested Policy or Action

Resources, such as well-prepared staff members and space if necessary should be made available to local school agencies to assist in the development and implementation of effective programs for continuing professional development.

The I.H.E. reward system must take into account contributions to the professional development programs of L.E.A.'s.

Models for quality inservice programs for the development of quality personnel must be formulated. The following depicts a "working model" which may be useful as a starting point for this project. A collaborative effort should be made by representatives from L.E.A.'s and I.H.E. to work with staff from the I.S.B.E. and Teachers Professional Organizations for this purpose.

MODEL FOR A COLLABORATIVE ASSESSMENT AND PROFESSIONAL DEVELOPMENT PROGRAM



Professional Development Center

1. Linking structure
2. Technical assistance function
3. Resource analysis within region
4. Assists in design of assessment mechanisms
5. Gathers development needs
6. Broker resources
7. Links region with resources in other regions
8. Region-wide research in continuing professional development
9. Develop annual continuing professional develoment plan

Make-up

1. IHEs
2. LEAs
3. Regional service personnel

Funding Sources

1. Fees collected by regional superintendent
2. HECA funds
3. District funds
4. Block-grant monies
5. New money from Legislature

CLASSROOM TEACHERS

UNDERGRADUATE TEACHER PREPARATION

RECRUITMENT INTO TEACHER PREPARATION PROGRAMS

Final Draft for:
"Panel of Panels"
Springfield Hilton
December 6-7, 1982

ISSUE I: The low esteem for teaching as a career, as perceived by the public and school personnel, has a negative influence upon talented high school seniors and those in community colleges in the selection of the teaching profession as a career goal.

Suggested Policy or Action

A policy should be established to achieve salaries which are competitive with other professions with similar amounts of training and to increase the minimum salary in the School Code.

Develop and implement a vigorous program aimed at public awareness of the critical importance of formal education to our democratic society. T.V. programs, radio spots, newspapers and printed materials should highlight good things about teaching and learning in Illinois public schools. A positive "offensive" should be launched through the media, in schools, and local communities.

High schools and community colleges should involve all personnel, particularly counselors, in the identification and encouragement of students who show an aptitude for teaching in order that these students may consider teaching as a viable career option.

Groups or Agencies Responsible

L.E.A.'s, I.S.B.E., I.F.T., I.E.A., Private sector/media

ISSUE II: There is a shortage of talented minority students who select teaching as a career.

Suggested Policy or Action

Minority students who demonstrate an aptitude for teaching should be encouraged at both the high school and college levels to pursue a career in teacher education.

Groups or Agencies Responsible

L.E.A.'s, I.H.E.'s

ISSUE III: The working conditions of teachers are such that many able students are not interested in preparing for this profession.

Suggested Policy or Action

Working conditions will improve through collective bargaining. Teachers need to be recognized and appreciated in the schools and communities they serve.

Support systems should be strengthened in the schools and technical assistance made available without fear for job security.

Groups or Agencies Responsible

L.E.A.'s, I.S.B.E.

ISSUE IV: The communication system between secondary and college education is ineffective in most districts in Illinois as it relates to the recruitment of teachers into the preparatory programs.

Suggested Policy or Action

A communication system between L.E.A.'s and I.H.E. should be developed which includes clear academic requirements for admission, including high school curriculum, scores on the S.A.T. and/or A.C.T., class rank, and teacher recommendations. Representatives from Colleges/Departments of Education should get out in the schools on Career nights etc. A review of standardized test scores by the high school would assist in the identification of potential teachers.

A survey of a random sample of college juniors should be undertaken to ascertain why the students did or did not select teaching as a career. This would be useful in developing workable plans for recruitment.

Groups or Agencies Responsible

L.E.A.'s, I.H.E., I.S.B.E.

ISSUE V: Very little is being done in Illinois to recruit able people into teacher education programs in areas where critical shortages exist such as math, science and vocational education.

Suggested Policy or Action

Such things as loans, scholarships and tuition waivers should be instituted to encourage able students to prepare to teach in areas of critical shortage. The repayment of loans would be waived after five years of teaching in the public schools of Illinois.

Efforts to employ non-certificated persons to teach in the public schools by issuing provisional certificated and approvals by-pass the program approval process and have a negative influence on the quality of personnel in the schools. These people must be required to complete an approved teacher education program prior to employment.

When teaching becomes more attractive, there should be no areas of critical shortage. Therefore, the need for loans, scholarships and tuition waivers should no longer exist.

Groups or Agencies Responsible

L.E.A.'s, I.S.B.E., I.H.E.

UNDERGRADUATE TEACHER PREPARATION

ASSESSMENT IN TEACHER PREPARATION PROGRAM

ISSUE I: Standards for admission into teacher education programs vary extensively.

Suggested Policy or Action

Strengthen standards for admission by requiring more stringent minimum requirements in the program approval process. Requirements should be based upon multiple criteria - G.A.P., S.A.T./A.C.T., faculty recommendations, interviews with students, etc. The number of students being admitted to teacher education programs who are not meeting the standards, i.e. basic skills and background course work, should not exceed 10% and individual program plans to remediate deficiences should be developed and implemented for those students prior to full admission.

Articulation between community colleges and senior level institutions of higher education needs to be improved to insure uniform standards and requirements.

Groups or Agencies Responsible

I.S.B.E., Colleges/Department of Education

ISSUE II: It is not always clear at what points and on what minimum standards of performance assessment in teacher preparation programs occur as students progress through the program.

Suggested Policy or Action

Precise points should be delineated for quality control such as:

1. Requirements for entrance into the Teacher Education Program at the college or university.
2. During the 100-hour required pre-student teaching experience. It is recommended that these professional courses include diagnostic and prescriptive procedures for remediation. This should be developed in cooperation with public school personnel.
3. G.P.A. requirements with recommendations from professors in student's major and minor fields of concentration, with character references.

4. Prior to, during, and at the end of the student teaching experience by well prepared university professors with reasonable supervisory loads; and qualified cooperating teachers who have time and expertise to do the job.

5. Before being approved for certification students should meet minimal requirements in basic skills (reading, writing, math reasoning and computation), prove adequacy in major and minor content areas, and demonstrate successfully that they possess teaching skills (rapport with students, classroom management, etc.) through student teaching evaluations. Colleges/Departments of Education could then document such exit skills as intellectual achievement, social abilities and teaching performance prior to recommendations for certification.

Groups or Agencies Responsible

I.S.B.E., Colleges/Departments of Education, L.E.A.'s, Teachers Unions

ISSUE III: Admission policies for student teaching programs vary extensively and academic rigor may not always be required. Pre-student teaching clinical experiences also differ in quality.

Suggested Policy or Action

Coordination between I.H.E. and teachers at the L.E.A. must be improved so that cooperating teachers are properly oriented as to their role and responsibilities and are not inundated with unsupervised college students.

Rewards and compensation for teachers who have student teachers in their classrooms need to be improved.

Frequent supervisory visits by qualified and experienced college faculty must be required.

Groups or Agencies Responsible

I.S.B.E., I.H.E., L.E.A., Teacher Unions

ISSUE IV: Clinical experiences and the amount of time allocated for student teaching vary extensively in Illinois.

Suggested Policy or Action

The I.S.B.E. should increase time requirements for student teaching to a semester or two quarters. Time for quality supervision of clinical experiences and student teaching in the public schools could then maximize benefits to all concerned.

Groups or Agencies Responsible

I.S.B.E., L.E.A., Colleges/Departments of Education

ISSUE V: Antiquated course requirements for certification.

Suggested Policy or Action

The professional course requirements for teachers should be restructured and updated to include new areas. Such things as career education and computer work may be integrated into appropriate courses.

There should be a brief orientation into professional organizations for student teachers on campus and in the schools.

Groups or Agencies Responsible

I.S.B.E., L.E.A., I.H.E.

ISSUE VI: Matriculation of transfer students from community colleges and out-of-state universities.

Suggested Policy or Action

Transfer students should have the same prerequisite courses and clinical experiences, G.P.A.'s, S.A.T.'s, etc. as anyone else entering a teacher education program.

Groups or Agencies Responsible

Community Colleges, I.S.B.E., I.H.E.

ISSUE VII: Standards and guidelines for public schools and colleges of education regarding the placement and supervision of prospective teachers during the clinical and student teaching experiences.

Suggested Policy or Action

Student teachers should be placed with a cooperating teacher having a M.S. degree and at least five years of successful classroom experience in public education. Cooperating teachers should have one period per day released time to work with a student teacher.

Schools should be required to meet specific standards, such as the ones stated above, for the acceptance of prospective teachers for the clinical and student teaching experiences. Guidelines should be established for selecting cooperating teachers and for college professors. This should be a state-wide endeavor involving the groups identified below.

Groups or Agencies Responsible

Professional organizations for teachers, principals and higher education and the I.S.B.E.

GRADUATE PREPARATION

RECRUITMENT INTO GRADUATE SCHOOLS

ISSUE I: Admission standards for graduate programs in Administration, Supervision, Counseling and the Master of Arts in Teaching.

Suggested Policy or Action

Encourage "inter-collegiate" standard-setting so that more uniformity exists for quality of the advanced degrees. An over-all undergraduate G.P.A. of 3.0 and definite cut-off for the G.R.E. or Millers Analogy Test for admission and five years of successful classroom teaching experience which includes an assessment of the "people management skills" potential of candidates.

All graduate programs in administration and supervision should include a field-related course in staff evaluation.

Groups or Agencies Responsible

I.H.E., I.S.B.E., L.E.A.

ISSUE II: Clinical experiences connected with obtaining graduate degrees vary in length and quality.

Suggested Policy or Action

Policy should be established requiring successful completion of clinical experiences of sufficient length and breadth as to insure exposure to: (1) the development of; and (2) competencies in program areas in order to provide for adequate evaluation of the candidates potential for success.

Candidates should be required to show evidence of proficiency in areas of future responsibilities, i.e., teacher evaluation, interviewing techniques, conferencing, ability to interpret research, etc.

Exit criteria must reflect competency in all essential areas for which the candidate is certified.

Groups or Agencies Responsible

I.S.B.E., I.H.E., L.E.A.

PUBLIC SCHOOL DISTRICTS

RECRUITMENT INTO TEACHING--OTHER SCHOOL DISTRICT POSITIONS

ISSUE I: Professional standards and ethics in recruitment and hiring practices in local school districts.

Suggested Policy or Action

Policies for recruitment and hiring in local districts must be stated in writing. The adoption of an "appeals process" is necessary for professional educators to use if violations of these policies occur. Collective bargaining must be relied upon for this purpose in school districts without I.E.A. or I.F.T. recognition.

Group or Agencies Responsible

L.E.A.'s, I.E.A., I.F.T.

ISSUE II: Declining enrollments with a corresponding reduction in force, has reduced the number of minority teachers, particularly black males, in many school districts.

Suggested Policy or Action

A systematic and well publicized effort should be made by the personnel staff in L.E.A.'s to contact colleges, universities and RIFFED teacher lists throughout the state to obtain or maintain a defensible quota of minority teachers. Black males are needed as teachers and role models in elementary schools.

Group or Agencies Responsible

L.E.A.'s, I.S.B.E., I.E.A., I.F.T.

ISSUE III: Recruitment efforts do not always include accurate descriptions of job responsibilities.

Suggested Policy or Action

Each district position for certificated personnel must have an accurate job description. When multiple curricular areas are required and specific extracurricular responsibility is necessary for employment, it should be so stated. The quality of the instructional program should be the determining factor in the recruitment of teachers.

Extra duty pay needs to be increased so that it is commensurate with responsibilities. If we are really interested in quality control, let's be honest: hire coaches to coach and teachers to teach!

Recruitment into teaching areas of critical shortage depends on salaries, working conditions and benefits but also upon the amount of flexibility in the program. For example, vocational/technical areas need flexibility within specified guidelines.

Group or Agencies Responsible

I.E.A., L.E.A., I.F.T., I.S.B.E.

ISSUE IV: There are presently many certificated teachers in Illinois who are not working, are in other lines of work, or their certificates have expired.

Suggested Policy or Action

Determine causes for teacher dissatisfaction among those who are currently employed and take steps to correct them.

Increase salaries so that effective teachers can afford to return to teaching. The minimum salary should now be at least $20,000 and increase to around $40,000 in ten years or less. The beginning teacher's salary should never fall below the median income for workers in Illinois.

Make the re-entry process attractive, accessible, and challenging. I.H.E.'s should assist L.E.A.'s in developing, advertising, and delivering the necessary course work in reasonable time frames.

This group of potential teachers may need current information in areas of specialization or to update teaching skills and I.H.E. should plan programs for this purpose. School districts may then wish to recruit these people for substitute work, part-time teaching or extra-curricular responsibilities along with filling vacancies as the case may be.

Group or Agencies Responsible

I.H.E., L.E.A., I.E.A., I.F.T., I.S.B.E., Legislature

ISSUE V: There is a decided lack of coordination between Colleges/Departments of Education and L.E.A.'s in reference to hiring practices.

Suggested Policy or Action

I.H.E. and L.E.A.'s should develop a systematic operation for the recruitment of qualified teacher graduates. This is viewed as being beneficial to both agencies and would improve the quality of personnel in the schools.

Group or Agencies Responsible

L.E.A.'s, I.H.E.

ISSUE VI: Information regarding job availability and certificated applicants is lacking in the public school districts in Illinois.

Suggested Policy or Action

A computerized list of available jobs with pre-requisites for employment should be published by I.S.B.E.. Riffed teachers could then apply for these positions along with other certified applicants. Reciprocity with other states could serve to improve the employment picture for teachers nationwide.

Job sharing or part-time work for those who desire it should be instituted in Illinois without loss of tenure.

Small school districts could combine classes in curricular areas where there are insufficient students to warrant a full-time teacher.

Consolidation of L.E.A.'s should be encouraged/mandated. Teachers, such as those in vocational/technical areas, higher math, physics, chemistry and the upper biological sciences, could then teach in their majors and students would benefit.

Groups or Agencies Responsible

I.S.B.E., L.E.A.'s

PUBLIC SCHOOL DISTRICTS

ASSESSMENT OF IN-SCHOOL AND DISTRICT HIRING PRACTICES

ISSUE I: L.E.A. hiring practices are criticized in many districts because policies for hiring, with accurate job descriptions for available positions, are either not available or clearly understood by teachers or the public.

Suggested Policy or Action

Personnel officers and/or principals should be given time and resources to recruit the best qualified candidates for the position.

Clear policies for hiring quality professional personnel in L.E.A.'s must be stated in writing and adhered to. In the implementation of "Equal Opportunity Employment", evidence of recruitment efforts and fair practice in relation to hiring minority groups and women (particularly in administrative positions) should be made available to the public upon request.

Groups or Agencies Responsible

L.E.A.'s, I.E.A., I.F.T., I.S.B.E.

ISSUE II: "Raiding"

Suggested Policy or Action

When teachers are "raided", and they are, the L.E.A. doing the raiding should be required to pay the penalty for breaking the contract etc., not the teacher.

Contract-breaking should be a separate issue to be resolved by the certification board.

Groups or Agencies Responsible

L.E.A.'s, I.E.A., I.F.T.

ISSUE III: Restraints upon hiring the best qualified candidates for teaching positions.

Suggested Policy or Action

The candidate's willingness or ability to accept extra-curricular assignments should not be the deciding factor in hiring classroom teachers when the obtainment of quality personnel is the goal.

Groups or Agencies Responsible

L.E.A.'s, I.E.A., I.F.T.

ISSUE IV: Suspension of teachers certificates.

Suggested Policy or Action

"Just cause" should be the basis for certificate suspension because this process properly addresses the problem of "unprofessional conduct" charges.

Groups or Agencies Responsible

L.E.A.'s, I.E.A., I.F.T.

ISSUE V: Many L.E.A.'s are currently hiring candidates who are certificated in two or more areas.

Suggested Policy or Action

Prospective teachers should be informed of this change and the I.H.E. should begin early advisement programs to enable students to make appropriate preparation for job procurement. Graduates, currently on the job market, should be advised to take appropriate steps to become qualified in areas where demand exists.

Groups or Agencies Responsible

L.E.A.'s, I.H.E.

ISSUE VI: Certain urban and rural areas in Illinois find it difficult to hire teachers because of negative attitudes about the geographic area.

120

Suggested Policy or Action

These places should advertise and emphasize the advantages of living and working in a particular locale. There should be a utilization of community resources and support to develop brochures regarding area attractions such as living and working conditions.

Groups or Agencies Responsible

L.E.A.'s, Local Businesses

PUBLIC SCHOOL DISTRICTS

ASSESSMENT OF ON-THE-JOB PERFORMANCE

ISSUE I: Current evaluation procedures are inadequate or lacking in most schools and do not result in an improvement of the quality of instruction received by their students.

Suggested Policy or Action

Teacher evaluation should take place annually for the purpose of helping teachers and other certificated personnel to do a more effective job with students.

Evaluation for the purpose of improving instruction/performance rather than as a punitive measure would entail such things as:

1. Looking at student achievement in terms of instructional goals rather than using subjective administrator judgments about the teaching process.

2. Require that L.E.A.'s develop criteria for assessment purposes through committees comprised of people representing the categories of personnel to be evaluated.

3. Evaluators such as principals should receive training in developing or improving conferencing skills and in working with teachers in the evaluative process.

4. Diagnostic and remediation procedures should be designed so that technical assistance is available when the teacher or principal needs it. Time for remediation should be built into the system and teachers must be rewarded for seeking this assistance.

Groups or Agencies Responsible

I.S.B.E., L.E.A.'s, Teacher Unions, Legislature

ISSUE II: Beginning or probationary teachers are not treated fairly in many L.E.A.'s in Illinois. It seems ludicrous that we go through all the aforementioned procedures and then assign these teachers unrealistic teaching/extra-curricular loads and responsibilities; not to mention wholesale dismissal at the end of the first year, only to rehire for the next term!

Suggested Policy or Action

The following steps should be taken to assist probationary teachers:

1. Frequent evaluation with appropriate and sufficient assistance in remediation procedures.

2. Equitable teaching loads must be assigned.

3. Dismissal should be only on grounds delineated in "just cause" policies.

4. Alleged charges against teachers, probationary or tenured, should be put in writing after evidence that unsatisfactory performance has not been remediated. Copies should then be submitted to the teacher, the local school board and the building Union "Area Representative" A/R.

5. The teacher should be given a speedy hearing by the school board at which time proof is submitted. Should the teacher's innocence be proven and charges dropped, harassment from the administration should not be allowed.

Groups or Agencies Responsible

L.E.A.'s, I.E.A., I.F.T., I.S.B.E.

ISSUE III: Evaluation of teachers for the improvement of instruction is not carried out successfully in most public schools in Illinois.

Suggested Policy or Action

Evaluation to improve instruction (formative) should be conducted in a threat-free manner and separated from that which is carried out for probationary teachers (summative). Evaluation related to charges of incompetency or unprofessional conduct (summative) should also be separate. Teachers would appreciate recognition for jobs well done during this process.

Groups or Agencies Responsible

L.E.A.'s, I.S.B.E.

PUBLIC SCHOOL DISTRICTS

CONTINUED PROFESSIONAL DEVELOPMENT

ISSUE I: There is nc state agency definition of inservice.

Suggested Policy or Actions

Continued professional development, staff development, and inservice are terms which are used in Illinois. The I.S.B.E. should decide upon a name for the process. The activities related to the process range from the sublime to the ridiculous throughout the state. A definition of what the process should entail along with the establishment of limits as to what this money and time could reasonably and profitably be used for, are issues which must be resolved by the I.S.B.E.

Groups or Agencies Responsible

I.S.B.E., L.E.A., I.H.E.

ISSUE II: State and local resources for inservice are not always used to the greatest advantage in Illinois.

Suggested Policy or Actions

The I.S.B.E. should increase the amount of resources available for inservice in Illinois and make recommendations for maximum use. School districts are not always aware of the availability of many of these resources and this should be corrected.

Groups or Agencies Responsible

I.S.B.E., Legislature

ISSUE III: Inservice is not always based upon needs in the schools.

Suggested Policy or Actions

"Needs" assessments should be conducted in schools to determine the types of inservice programs to plan.

Groups or Agencies Responsible

L.E.A.'s

ISSUE IV: Funds for inservice are inadequate to meet the needs of teachers in this rapidly changing society.

Suggested Policy or Action

The Legistature shall allocate $5.00 per pupil each year to initiate appropriate inservice programs statewide.

Each school district shall allocate 1% of the operating budget for inservice.

Groups or Agencies Responsible

Legislature, I.S.B.E., L.E.A.'s

ISSUE V: The structure for inservice education in Illinois is weak with little or no direction or monitoring by the I.S.B.E.

Suggested Policy or Action

Each L.E.A. shall file a five-year plan with the I.S.B.E. as to the content of inservice activities based upon needs. The releasing of funds for this long-range plan for staff development will be contingent upon approval by the state superintendent.

Groups or Agencies Responsible

I.S.B.E., L.E.A.

ISSUE VI: The operation, rewards, content, and delivery of inservice activities leaves much to be desired in most L.E.A.'s in Illinois.

Suggested Policy or Action

Teacher involvement in planning for inservice is essential.

All programs must be evaluated by participants.

The reward system for inservice activities should include reimbursement for college courses, college credit, released time or

pay. Upward mobility afforded by advanced degrees and demonstrated competency in field should be encouraged.

Inservice activities should be structured to include travel to professional meetings and conferences, research, publications, attendance at professional and personal development workshops, student teachers and clinical students, supervision, N.C.A.T.E., visitation etc. Opportunities for sharing among teachers in the school and between schools should be provided. Talent in local districts should be identified and used in inservice programs when needed.

Additional time for parent-teacher conferences should be provided in order that valuable staff development programs are uninterrupted.

Such things as bilingual education and mainstreaming that address the needs of diverse school populations should be included in inservice programs.

Groups or Agencies Responsible

L.E.A.'s, I.S.B.E.

ISSUE VII: Inservice programs addressing the needs of beginning teachers are not available in most schools in Illinois.

Suggested Policy or Action

Special inservice programs should be planned for beginning teachers in Illinois to give them every advantage possible. Such things as orientation to the school- district, and technical assistance should be provided when necessary.

Groups or Agencies Responsible

L.E.A.'s, I.S.B.E.

ISSUE VIII: Certificate Renewal

Suggested Policy or Action

A five-year requirement for certificate renewal for all certificated public school personnel should be studied by the I.S.B.E. and the Certification Board so that hours credit or I.C.U.'s are tied to professional staff development programs. These credits could be used for advancement on the salary schedule.

Colleges/Department of Education should be involved in planning for these requirements. With current lower enrollments, most have time and staff which could be made available to local school districts.

Planning shall include recertification and continuing staff development programs for superintendents, building administrators as well as K-12 classroom and K-12 special teachers.

Groups or Agencies Responsible

I.S.B.E., L.E.A., I.H.E.

ISSUE IX: The present system of inservice education does not sufficiently meet the needs of teachers in terms of professional development. Most inservice programs are geared toward guest lecturing speakers who rattle on for hours on subjects that many times do not pertain to real school problems at all. Moreover the mini-workshop sessions are usually non-informative and cannot be applied to the classroom situation.

Suggested Policy or Action

Teachers should be consulted on the types of programs that would be most beneficial in a direct classroom setting, e.g., inservice programs on behavior modification that could be realistically applied, cultural relations to better understand the cultural differences of minority students, and sharing motivational techniques to stimulate classes in which interest might ordinarily be lacking. New approaches to delivering inservice are needed. In general, less lecture and more activity-oriented workshops would be appreciated.

Groups or Agencies Responsible

L.E.A., I.S.B.E., I.H.E.